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ABSTRACT

The document presents curriculum materials for integrating career exploration activities into grade 9 social studies units. The plan and calendar for implementing career exploration activities in the Parkrose (Oregon) public schools are presented first. Materials for the 11-week program are then presented by week. Some of the topics include how to prepare for an interview and how to look for a job. Also included in this document are the project proposal and evaluation information for the exemplary project. (LJ)

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JOB OPPORTUNITIES AND YOUTH

Parkrose Fremont Junior High
Parkrose Heights Junior High
Marycrest High School

1972

An Exemplary Project in Vocational Education

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VT 102206

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PROJECT PROPOSAL

APPLICATION FOR CONTINUATION OF AN
EXEMPLARY PROGRAM IN VOCATIONAL EDUCATION

1. A brief recap of the exemplary project just completed at the end of the 1971-72 school year.

All ninth-grade students enrolled in Parkrose Fremont and Parkrose Heights Junior Highs and Marycrest High school participated in a pilot project for career exploration. A total of 611 students were involved in the project this spring which represents 100% of the ninth graders in the above-mentioned schools.

Briefly, the students investigated their own occupational interests and abilities, explored simulated work-life situations, surveyed the work and educational histories of adults over 21 years of age, completed application forms and carried out a simulated search for employment, engaged in practical work experience, and studied a variety of concepts related to the labor force and the economics of employment. The main source of information was selected parts from Manpower and Economic Education by Darcy and Powell.

In addition, all ninth-grade social studies teachers and counselors from the three project schools met regularly with Dr. Hugh Lovell and myself for inservice training. Emphasis was placed on (1) understanding how the economic system functions, (2) the role of human resources in the process of producing goods and services, and (3) future jobs in our economy.

2. Statement of evaluation of 1971-72 school year project and need for continuation of funding for another school year.

As the teacher inservice project progressed through the spring term, we found it necessary to make slight adjustments in our program objectives. The following four general objectives and their supportive activities were

carried out by all of the ninth-grade students under the direction of the social studies teachers:

a. To provide the student with an opportunity to make judgments and decisions about the world of work and obtain nearly immediate feedback

(1) Given the Life Career Simulation Game to play in groups of no larger than four, all students had to plan the life of a hypothetical person for not less than six years nor more than ten.

(2) Given assigned lessons from Manpower and Economic Education, all students completed these assignments and carried on class discussions with their teachers.

(3) Given a variety of films to preview, all students wrote reviews of the films viewed.

(4) All students completed a vocabulary list of words and terms found in the variety of reading done for the project.

b. To acquaint the student with the wide variety of jobs available and to provide the student with an understanding of the trends and opportunities within the world of work

(1) Classroom lectures by outside speakers were given as follows:

(a) Cluster courses offered at Parkrose High School

(b) Advanced education (colleges and community colleges)

(c) "The Psychology of Work" - Dr. Walter Klopfer

(d) Youth Services Bureau - Mr. Bill Maroney

(e) State Department of Employment - Apprenticeship Program

(f) Social Security and You

(2) Work-education history interviews of two adults over 21 years of age

(a) Construction of wall charts showing results of the survey

(b) Class discussions of the charts

(c) Individual written analysis of charts

(3) Reading of a variety of pamphlets

(a) Career offerings at Parkrose High School

(b) "Will There Be Enough Jobs To Go Around?"

(c) "Have You Heard About Apprenticeship?"

(d) Social Security pamphlets

(e) College and trade school catalogs

c. To give the student an opportunity to take an introspective look at himself and to begin to set educational and vocational goals for himself

(1) All students were given the U. S. T. E. S. Interest Survey. Each student received his own computer print-out of the results of the interest survey. The Dictionary Of Occupational Titles, Volume II, was used to identify jobs within interest areas. The GATB Manual was used to identify worker trait groups followed by the use of D. O. T., Volume I, for further identification of jobs.

(2) All students read and completed information in the pamphlet "Merchandising Your Job Talents."

(3) Students compiled personal information about themselves through completion of "How To Prepare and Write a Resume."

(4) Six-year individual education-vocation forecasts were completed by each student and placed in a specially prepared file for each student. Each file contained all personal information

completed this year. The purpose being to have a permanent file to pass on to the high school where it can be added to or expanded by the high school staff.

d. To provide each student with relevant experiences related directly to obtaining and keeping a job.

(1) All students applied for a Social Security card and a Work Permit.

(2) All students compl.ted an actual job application form.

(3) All students completed a preemployment data sheet designed to provide information most often asked for in job application forms.

(4) View and discuss the film, The Job Interview: Whom Would You Hire?

(5) Video taped four students in an actual job interview. Class discussion followed.

(6) W-4 forms were explained and completed by each student.

(7) Two-day work experiences were arranged for as many students as possible at the following: Georgia-Pacific, Flavorpac, Meier & Frank, U. S. Bank, Farmers Insurance, Oregon Bank, The Oregonian, and various parents of students. The remaining students spent one-day work experience observing one of their parents at work.

(8) Reports were written about each work experience and dealt with the topics of needed skills, personal relations, appearance, history and economic practices of the enterprise visited and class discussions based on the student's experiences.

Reaction and feedback from outside sources concerning the project was very positive. Enthusiasm for what they observed was expressed by: visitors from the Oregon Council on Economic Education, high school counselors and the Vocational Coordinator from Parkrose High School, visitors from Oregon City Schools, Clackamas County I. E. D., Mr. Tom Williams of the Oregon Board of Education's vocational staff, and employers who provided two-day work experiences for students. A letter received from Georgia-Pacific is attached at the end of this report.

Although we were able to involve all of the students in the planned activities, we learned from experience that we should do some things differently next year. Our biggest hang-up was a shortage of time. We need to start earlier in the school year. This means a well-planned program that can be integrated with the ninth-grade social studies program and which will not dilute either program. Not all students gained equally from the program. More opportunities for two-day work experience is needed for more students. Students really "turned on' to this. Other areas where student interest caught on were the Life Career Simulation Games, the work-education interviews of two adults over 21 years of age, and the use of Manpower and Economic Education. Teachers reported that many of their copies disappeared as students attempted to keep a copy for future reference.

3. Description of proposed program for the school year 1972-73.

   a. Revise and update portions of Manpower and Economic Education during the summer of 1972.

   b. Integrate career exploration into the total ninth-grade social studies program so that the career portion can start earlier in the school year and so that economics can serve both the interests of social studies and career exploration.

   c. Field testing of the material developed and revised during the summer.

d. Because of the success of the two-day work experience, more opportunities need to be uncovered so that more of our students can be involved than were this year.

e. Work with Clackamas County I. E. D. office in conducting a computer-based aptitude and interest testing program.

f. Development of a course guide for teachers.

g. Cooperate in the development of either an extension course or a two-weeks workshop for teachers in career exploration techniques. Included in the development of this project should be either Portland State University or the Division of Continuing Education, Dr. Hugh Lovell, Mr. Tom Williams, and selected staff from the Parkrose School District.

4. Participation of students enrolled in private schools.

Ninth-grade students from Marycrest High School participated in all phases of the program. It is their desire to fully participate again this year if the program is funded.

5. How the project will be coordinated with other public and private programs having the same or similar purpose.

Several meetings have already been held this spring to discuss the problem of overlapping work-experience facilities in east Multnomah County. Coordinators from the Portland, Parkrose, David Douglas, and Reynolds School Districts met with Mr. Al Goetz of Multnomah County I. E. D. and Mr. Carl Poole of The Institute for Public Affairs Research. Some suggestions were: (a) survey of work-experience opportunities that employers will make available to schools, and (b) a data bank of work-experiences on the Multnomah County I. E. D. computer. Please find a copy of a letter from IPAR at the end of this proposal which announces the next meeting.

6. Plans for evaluation of the program.

Lack of time prohibited any formal evaluation this spring. Further, the ongoing teacher inservice program created some necessary changes in the objectives and in the evaluation process. Consequently, we plan to use the same basic format for evaluation as presented in the 1971-72 proposal.

7. Use of results in the regular vocational education program.

a. Involve high school staff in observation of the exploratory program at junior high.

b. Involve junior high staff in observation of the cluster courses at senior high.

c. Conference with both staffs to plan articulation of 7-12 program.

d. Implement S. U. T. O. E. at 7th- and 8th-grade level.

INTEGRATING CAREER EXPLORATION

1st SEMESTER

8-9 weeks:
or Physical Geography
Field Geography

8-9 weeks:
or Cultural Geography
Field Geography

4-5 weeks:
Economic Geography

CAREER EXPLORATION:
1) Administer the following tests; *
A-Aptitude test
B-Achievement test
C-Interest survey

2) Construct a file to contain a Personal Folder for each student.

3) Results from testing will be placed in each students file folder.

MATERIALS:
1) Copies of tests and interest surveys
2) File folders
*The testing will necessarily require allocations of large periods of time on several days.

2nd SEMESTER

4-5 weeks:
Basic Economics

10-11 weeks:
Career Exploration

The basic economics program will be presented to the students to provide them with the Fundamentals of economics in the United States. It is felt that a knowledge of the facts and concepts of our economy is necessary if the student is to understand his role within that system.

CAREER EXPLORATION:
At the start of the 2nd semester all students will be given instructions in applying for a Work Permit and a Social Security Card. As the cards and permits are returned the numbers will be recorded in the students file.

MATERIALS:
1) Social Security Applications.
2) Work Permit Applications.
3) Manpower and Economic Education Manuels.

CAREER EXPLORATION ACTIVITIES

1st Week (March 26-30, 1973)

A. Lessons from "Manpower and Economic Education" manuel (revised) will be assigned.

B. Vocabularly List will be handed out.

C. Testing Results will be returned to the students and directions and instructions for evaluation of test results will be given in class by the instructor.

D. All students will be asked to write a Resume' about themselves.

E. A Work Experience parent Letter will be sent home with each student.

F. A lecture on "The Psychology of Work" will be presented to all students.

LESSONS ASSIGNED: (#'s) 23, 34, 35, 37, 40, 41, 50, 61.

MATERIALS:
1) Revised Manpower and Economic Education Manuels.
2) Vocabulary Lists.
3) Work Experience Letters to Parents.
4) Test Print-Outs.
5) Resume' Information Handout.

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2nd SEMESTER

4-5 weeks:
Basic Economics

10-11 weeks:
Career Exploration

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CAREER EXPLORATION ACTIVITIES BY WEEKS

1st Week (March 26-30, 1973)

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B. Vocabularly List will be handed out.

C. Testing Results will be returned to the students and directions and instructions for evaluation of test results will be given in class by the instructor.

D. All students will be asked to write a Resume' about themselves.

E. A Work Experience parent Letter will be sent home with each student.

F. A lecture on "The Psychology of Work" will be presented to all students.

LESSONS ASSIGNED: (#'s) 23, 34, 35, 37, 40, 41, 50, 61.

MATERIALS:
1) Revised Manpower and Economic Education Manuels.
2) Vocabulary Lists.
3) Work Experience Letters to Parents.
4) Test Print-Outs.
5) Resume' Information Handout.

2nd Week (April 2-6, 1973)

A. The Work-Education History Interviews will be explained and assigned to all students.

B. Instructions on the use of the Dictionary of Occupational Titles and Occupational Outlook Handbook will be presented and each student will be instructed to begin to investigate the occupations of his/her choice.

C. Students will be assigned the completion of the pamphlet "Choosing Your Occupation" the self inventory portion of this pamphlet will be placed in the students file. (Lesson #51)

D. LECTURE: Social Security

E. FILM: "Jobs in the World of Work".

LESSONS: (#'s) 8, 9, 10, 1, 29, 51.

MATERIALS:
1) Work-Ed Interview Forms.
2) D.O.T. and O.O.H. Books
3) Choosing Your Occupation Pamphlets

3rd Week (April 9-13, 1973)

A. Explanations for Playing the Simulation Game Life Careers will be given and each student will be asked to complete a minimum of six (6) rounds of the game.

B. Instructions on High School Registration will be present to all students.

C. FILMS:
1) "Your Job: Finding The Right Job."
2) "Your Job: Fitting In."

D. LECTURE: Presentation by the High School Counselors.

LESSONS: (#'s) 26, 46, 48, 69, 70.

MATERIALS:
1) Life Career Game.
2) High School Course Outlines.
3) High School Registration Materials.
4. Wall Charts for Scoring the Life Career Game.

4th Week (April 16-20, 1973)

A. (Instructions on Life Career Game may extend thru this week.)

B. Students will be given instruction on construction of the work education interview Wall Charts. With completion of the charts students will transfer their interview data to the wall charts.

C. Students will be asked to conduct Personal Interviews with individuals engaged in an occupation and present their findings in an oral report.

D. LECTURE: High School Cluster Courses.

E. FILMS:
1) "Career Education: Choosing Your Job"
2) "Career Education: Working"

LESSONS: (#'s) 44, 54, 55, 64, 72.

MATERIALS:
1) Wall Chart Materials.
2) Teacher Constructed Statistics Charts.
3) Personal Interview Forms.

5th Week (April 23-27, 1973)

A. All students will be given an actual Job Application to complete.

B. Students will be instructed in the use of the S.R.A. Job Briefs File, and also instructed to investigate a variety of College Catalogs, as well as the Course Outline Books from the High School.

C. Procedures for Parent Work Experiences will be explained. Students may start their work experiences at this time. All students will be required to write Observation Reports of their work experiences.

D. LECTURE: Post High School Education and College.

E. FILMS:
1) "The Job: Applying for it"
2) "Career Education Applying for a Job"

LESSONS: (#'s) 53, 47, 49.

MATERIALS:
1) Job Applications.
2) S.R.A. File, College Catalogs, H.S. Course Outline Books.
3) Work Experience Permission Slips.
4) Observation Report Forms.

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4th Week (April 16-20, 1973)

A. (Instructions on Life Career Game may extend thru this week.)

B. Students will be given instruction on construction of the work education interview Wall Charts. With completion of the charts students will transfer their interview data to the wall charts.

C. Students will be asked to conduct Personal Interviews with individuals engaged in an occupation and present their findings in an oral report.

D. LECTURE: High School Cluster Courses.

E. FILMS:
1) "Career Education: Choosing Your Job"
2) "Career Education: Working"

LESSONS: (#'s) 44, 54, 55, 64, 72.

MATERIALS:
1) Wall Chart Materials.
2) Teacher Constructed Statistics Charts.
3) Personal Interview Forms.

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B. Students will be instructed in the use of the S.R.A. Job Briefs File, and also instructed to investigate a variety of College Catalogs, as well as the Course Outline Books from the High School.

C. Procedures for Parent Work Experiences will be explained. Students may start their work experiences at this time. All students will be required to write Observation Reports of their work experiences.

D. LECTURE: Post High School Education and College.

E. FILMS:
1) "The Job: Applying for it"
2) "Career Education Applying for a Job"

LESSONS: (#'s) 53, 47, 49.

MATERIALS:
1) Job Applications.
2) S.R.A. File, College Catalogs, H.S. Course Outline Books.
3) Work Experience Permission Slips.
4) Observation Report Forms.

6th Week (April 30-May 4, 1973)

A. Students will be required to complete their High School Registration. Parents will be invited to the school to review their students schedule.

B. Students will be asked to read the packet How To Prepare for and Participate In a Job Interview. Student volunteers will be asked to participate in a job interview to be video taped for future use.

C. Students will be required to complete the packets How To Write A Resume And How To Write A Cover Letter. A final resume' and a cover letter will be written by each student.

D. LECTURE: U.S. Bank Interviewer will talk on "How to Take an Interview"

E. FILMS:
1) "Jobs and Continuing Education"
2) "Your Job: Good Work Habits"

LESSONS: (#'s) 67, 57, 59, 52.

MATERIALS:
1) Video Tape Equipment.
2) Packets "How To Prepare for and Participate in A Job Interview"; "How To Write A Cover Letter" and "How To Write A Resume"

7th Week (May 7-11, 1973)

A. The students will be given the Pre-Employment Data Sheets to complete. Two copies, 1 (one) for their personal file - 1 (one) for the student to keep.

B. The 6 (six) year Forecast forms will be distributed and the student will be instructed to apply what they have learned from previous activities to complete their individual forecasts.

C. LECTURE: "Apprenticeship Programs"

D. FILMS:
1) "Job Interview: Boys"
2) "Job Interview: Girls"

LESSONS: # 19 (only)

MATERIALS:
1) Pre-Employment Data Sheets.
2) Six year Forecast Forms.

8th Week (May 14-18, 1973)

A. All students will be assigned a written Analysis of the Work-Education History Wall Charts and the Statistical Charts.

B. Individual counseling conferences will be arranged for each student. This will involve all instructors and counselors. The conferences should be completed by the end of the program.

C. LECTURE: "How To Find A Job", emphasis to be on employment agencies, etc.

D. FILMS:
1) "Job Interviews and Getting the Job"
2) "Your Job: Getting Ahead"

LESSONS: (None)

MATERIALS:
1) Instruction Sheet on Wall Chart Analysis.
2) Forms for establishing conference times.

9th Week (May 21-25, 1973)

A. All students will be assigned the packet "How To Find A Job."

B. Students will read the article "Will There Be Enough Jobs To Go Around?" Small group discussion will be conducted to explore in-depth the material in this article.

C. All students will be given instructions about the W-4 Forms. Instructions will be complemented by discussions and each student will actually complete a W-4 form.

D. LECTURE: State Employment Officer.

E. FILMS:
1) "Jobs and Advancement on the Job."
2) "Your Job: You and Your Boss."

LESSONS: #75

MATERIALS:
1) Packets on "How to Find a Job."
2) Printed copies of "Will There Be Enough Jobs to go Around."
3) W-4 Forms and Explanation Sheets.

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B. Individual counseling conferences will be arranged for each student. This will involve all instructors and counselors. The conferences should be completed by the end of the program.

C. LECTURE: "How To Find A Job", emphasis to be on employment agencies, etc.

D. FILMS:
1) "Job Interviews and Getting the Job"
2) "Your Job: Getting Ahead"

LESSONS: (None)

MATERIALS:
1) Instruction Sheet on Wall Chart Analysis.
2) Forms for establishing conference times.

9th Week (May 21-25, 1973)

A. All students will be assigned the packet "How To Find A Job."

B. Students will read the article "Will There Be Enough Jobs To Go Around?" Small group discussion will be conducted to explore in-depth the material in this article.

C. All students will be given instructions about the W-4 Forms. Instructions will be complemented by discussions and each student will actually complete a W-4 form.

D. LECTURE: State Employment Officer.

E. FILMS:
1) "Jobs and Advancement on the Job."
2) "Your Job: You and Your Boss."

LESSONS: #75

MATERIALS:
1) Packets on "How to Find a Job."
2) Printed copies of "Will There Be Enough Jobs to go Around."
3) W-4 Forms and Explanation Sheets.

10th Week (May 29-June 1, 1973)

A. All students will view the video-taped job interviews and they will be required to complete the Job Interview Evaluation Sheets on these interviews.

B. Actual Income Tax Forms (State and Federal will be distributed to each student and a brief explanation of how to complete the forms will be given by the instructor.

C. LECTURE: Youth Services Bureau.

LESSONS: (None)

MATERIALS:
1) Job Interview Evaluation Forms.
2) State and Federal Tax Forms.

11th Week (June 4-6, 1973)

A. All students will be required to have their Personal Reference File checked by the instructor all items that are to be sent to the High School Counselors must be completed and in the file.

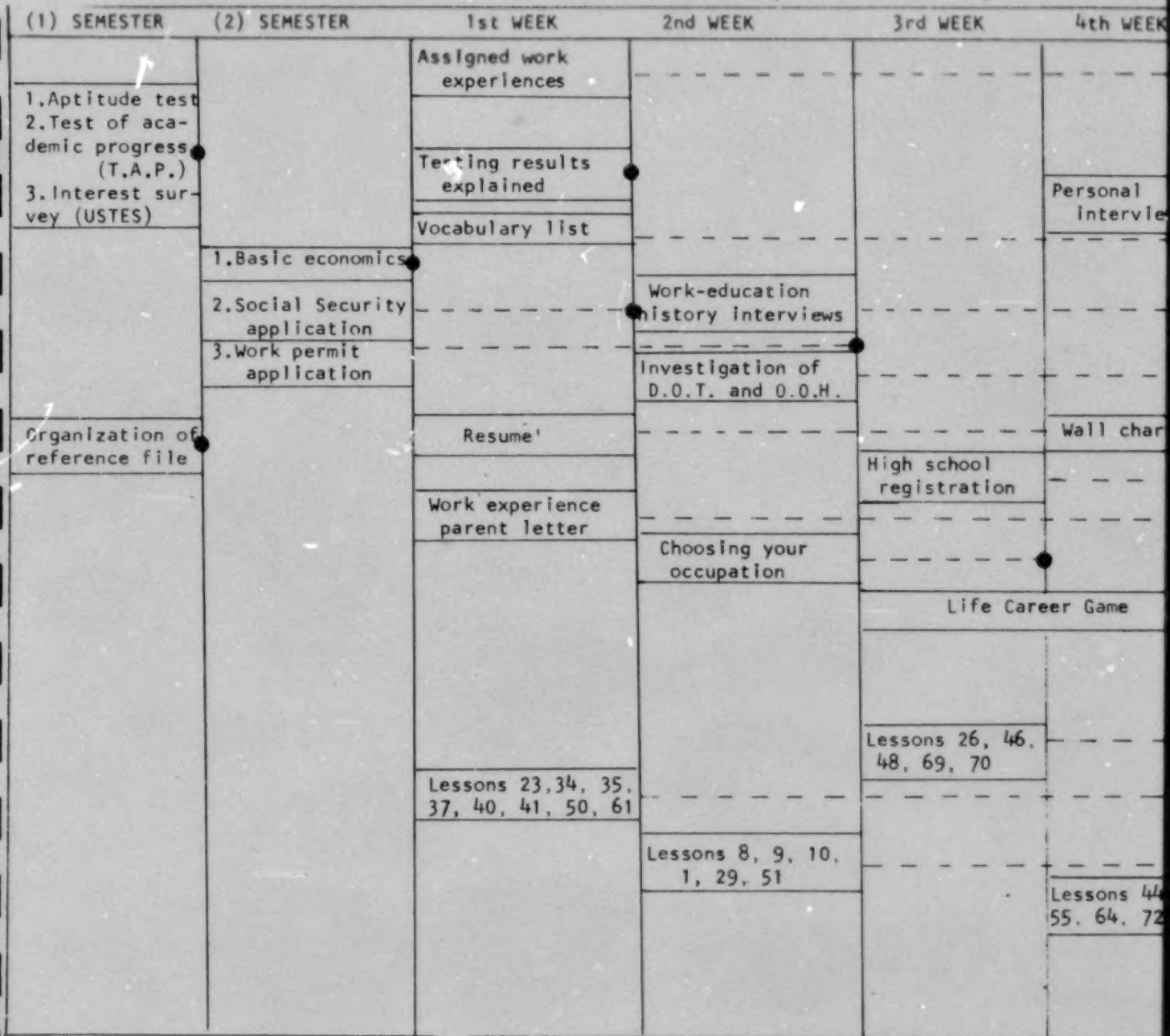
B. Class discussions will deal with topics "How to Keep a Job" and Employee-Employer responsibilities.

MATERIALS:

1) Copies of a checklist of the items to be included in the reference file.

CAREER EXPLORATION ACTIVITIES

Boxes indicate when activity is assigned
Dotted lines indicate duration of assigned activity
Dot indicates completion of activity



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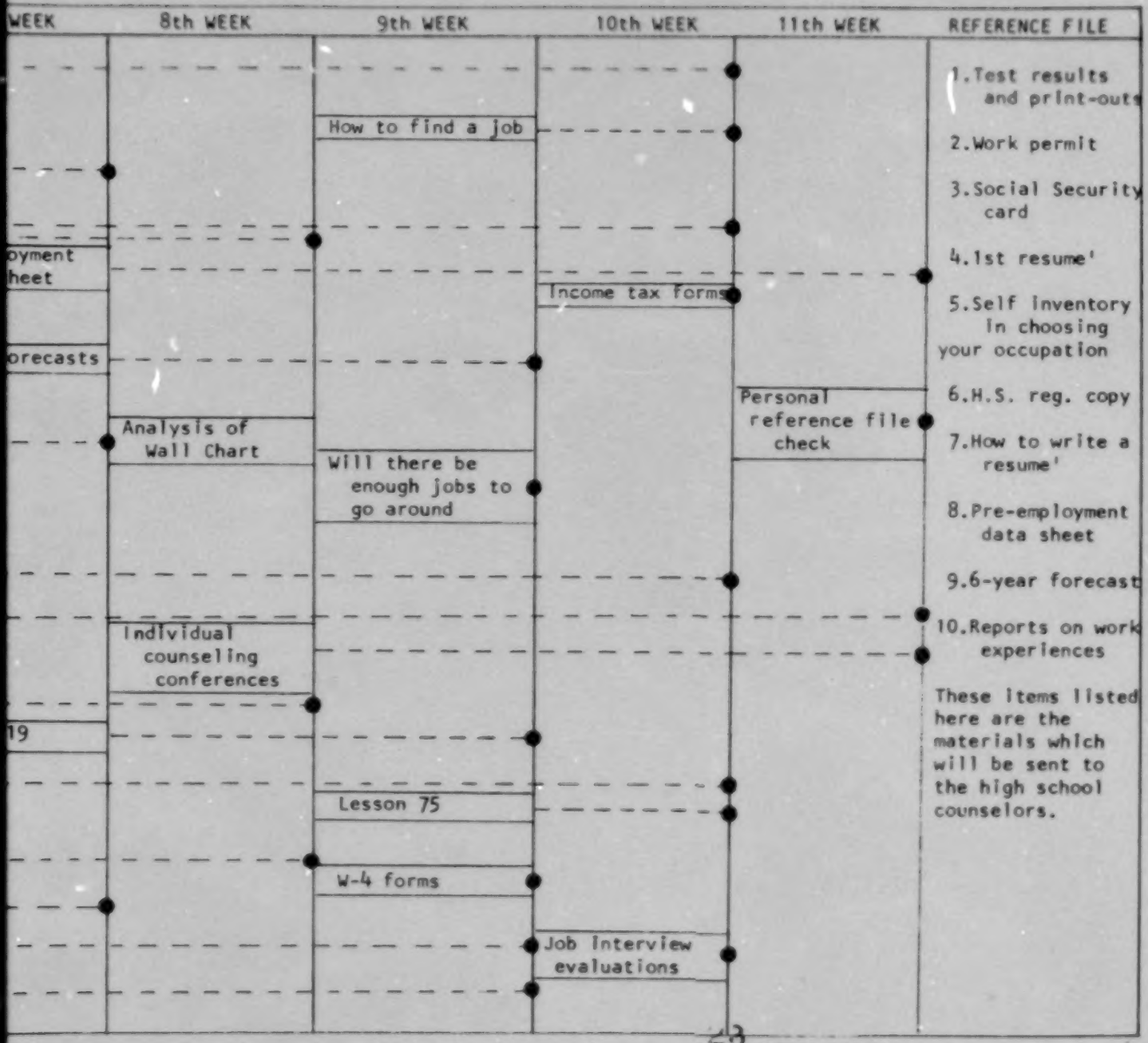
EEK	4th WEEK	5th WEEK	6th WEEK	7th WEEK	8th WEEK	9th
			How to prepare for and participate in a job interview			How to
	Personal interviews					
		Job application		Pre-employment data sheet		
		Investigation of SRA college catalogs, H.S. course outlines		6-year forecasts		
	Wall charts				Analysis of Wall Chart	
hool ration			Complete H.S. registration			Will th enoug go ar
		Parent work experience observation reports	Parent night			
Life Career Game						
		Lessons 53, 47, 49			Individual counselling conferences	
26, 46. 70				Lesson 19		
			How to write a resume'			Lesson
			How to write a cover letter			W-4 fo
	Lessons 44. 54. 55. 64. 72					
			Video-taped interviews			
			Lessons 67. 57. 59. 52			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9th WEEK
10th WEEK
11th WEEK
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How to find a job
Income tax forms
Analysis of
Wall Chart
Will there be
enough jobs to
go around
Personal
reference file
check
Individual
counseling
conferences
Lesson 75
W-4 forms
Job interview
evaluations
1.Test results
and print-outs
2.Work permit
3.Social Security
card
4.1st resume'
5.Self inventory
in choosing
your occupation
6.H.S. reg. copy
7.How to write a
resume'
8.Pre-employment
data sheet
9.6-year forecast
10.Reports on work
experiences
These items listed
here are the
materials which
will be sent to
the high school
counselors.

1st and 2nd SEMESTER

PROGRAM INTEGRATION

The first 16 - 18 weeks will deal with such topics as physical geography, field geography, and world cultures. During this period of time, each student will complete the following battery of tests:

(1) An Aptitude Test
(2) The Test of Academic Progress (T.A.P.)
(3) An Interest Survey (U.S.T.E.S.)

Each student will be provided a personal reference file. When the results of the tests are returned, they will be included in the personal files.

Late in the first semester or at the beginning of the second semester an abbreviated course in economic geography will be taught. This course is to be designed to provide the students with an understanding of the economic resource base of the world and the interdependence of nations. It also provides a transition from the first semester to the basic economics course which will follow.

During this time (beginning of 2nd semester), each student will be provided with the application forms for obtaining both a Social Security Card and a work permit.

Following the course in economic geography, a 4 - 5 week period of basic economics instruction will be given. This is to provide the students with the fundamentals of economics in the U.S.

The basic text for this course will be Manpower and Economic Education by Darcy and Powell. This program should provide the student with the concepts and facts necessary to an understanding of how our economic system functions and should enable the student to develop an understanding of his role within that system.

Testing*

Aptitude Test	:	Three possibilities: (a) The Differential Aptitude Test (b) The G.A.T.B. (c) C.C.I.E.D.
Achievement	:	Test of Academic Progress--given each year to all 9th graders in the Tri-County area.
Interest Survey	:	U.S.T.E.S.--with computer print-out offered through the M.C.I.E.D. offices.

All testing should be completed early in the school year and all print-outs, etc., should be returned ready for use prior to the implementation date of the program. The print-outs will be filed in each student's personal reference file.

Social Security Cards - All students will be required to obtain a Social Security Card. This will be done beginning at about the start of the second semester.

*Not any later than the start of the second semester

Work Permits - In Oregon to obtain a work permit, a student must be 14 years old and have his Social Security Card. Therefore this should be obtained after the Social Security Cards have been received--again starting sometime in the early part of the second semester.

A place on the reference file for recording the date and numbers of these cards should be provided so that a record can be maintained. It is necessary that as many students as is possible complete these tasks at this time as it is necessary in some work experiences for the student to have these cards.

CAREER EXPLORATION

1st WEEK

MARCH 26 - 30

LESSONS FROM MANPOWER AND ECONOMIC EDUCATION

These lessons, which will be assigned to students as readings to provide material for classroom discussion, to develop new concepts and reinforce concepts presented to the student through other activities, will be studied throughout the duration of the program. The lessons have been organized into three general areas, The Student, The Job, The World of Work. With this organization the instructor and the student will be able to relate the actual lessons to the activities which they will be completing at any period during the program. It also will enable the student to read on his own series of related lessons without the problem of searching through the entire Manpower and Economic Education manual.

Work Experience

As an on-going part of the program a number of students will be involved in two- or three-day work experiences* with industries and businesses in the Portland area. To be eligible a student must have a Social Security Card and a work permit. A workman's compensation report form must be completed before the student reports for the work experience.

*Due to the limited number of students who can be accommodated in this program, the parent work experience, which is started in the fifth week, is designed as a supplementary program.

March, 1973

Dear Parent:

For the next eleven weeks your ninth grader will be engaged in a career exploration program designed to give him more insight into the world of work.

One aspect of this program is a "work experience" period in which some of the ninth graders will spend one to three days observing and perhaps working on an actual job, either with one of their own parents or with another employer.

This "work experience" part of the program is designed to give those ninth graders who participate an actual first-hand look at how people work and what they do.

Among other things, we hope that those who engage in such "work experiences" will observe and report back on (1) the kinds of skills and training that were required of the people whom they saw at work, (2) the standards of personal behavior and appearance that were expected of people on the job, and (3) the history and economic characteristics of the enterprise to which they are assigned.

We hope to make this work experience program available to as many ninth graders as we can. If you are able to assist us in this program, your son or daughter may obtain a permission slip from the school counselors.

Very truly,

First Resume' - This activity is designed to help the student begin to think about himself in a semiself-evaluative way. The only instruction given is that all students are to write about themselves and include the following items:

a) Personal background (age, birthplace, etc.)
b) Work experiences (any kind)
c) Education (include the present year, all aspects, grades, courses, preferences)
d) Hobbies--interests (all types)
e) Skills (something you can do--run a machine, speak a foreign language, etc.)

The resume' will be read by the instructor, included in the reference file, and used by the student in self evaluation with the print-outs from his testing program. (The relationships between testing and self-evaluation can begin to be pointed out at the time the first resume' is returned to the students.)

Vocabulary List - The vocabulary list is an essential tool to be used as a means towards a better understanding of the world of work. The use of the list should help to improve communicative skills. It is hoped that the students will receive more benefits from the readings and discussions if they are familiar with the vocabulary used.

The students should be relatively familiar with these terms after the completion of the 4 - 5 week course in Basic Economics, and the use of the vocabulary list at this time is for the purposes of recall and development of an effective use of the vocabulary of economics.

VOCABULARY LIST

1. Social Science
2. Economics
3. Economic System
4. Capitalism
5. Democratic Socialism
6. Communism
7. Government - (Local-State-Federal)
8. Economic Institutions
9. Private Property
10. Profit Motive
11. Free Enterprise - Private Enterprise
12. Competition
13. Price and Wages
14. Labor or Manpower
15. Human Resources
16. Natural Resources
17. Capital
18. Goods
19. Services
20. Technology
21. Production
22. Monopoly
23. Mixed Economy
24. Consumer
25. Business Firms
26. Resource Owners
27. Input Market
28. Output Market
29. Income
30. Wages
31. Rent
32. Interest
33. Profits
34. Market Economy
35. Circular Flow
36. Division of Labor
37. Skill
38. Economic interdependence
39. Supply and demand
40. Manufacturing
41. Corporations
42. Cooperatives
43. Partnerships
44. Proprietorships
45. Retail Trade
46. Gross National Product
47. Inflation
48. Statistics
49. Consumer Price Index
50. Unemployment Rate
51. Scarcity
52. Choice (economize)
53. Cost (opportunity)
54. Economic theory
55. Assumptions
56. Predictions
57. Purchasing Power
58. Internation Balance (Foreign trade-International Payment)
59. Stable Growth
60. Equality of Opportunity
61. Economic Security
62. Profit Rate
63. Invested Capital
64. The Employment Act of 1946
65. Distribution of Income
66. Consumption
67. Automation
68. Cybernation
69. Economic Benefits
70. Blue Collar Worker
71. White Collar Worker
72. Labor Union
73. Collective Bargaining
74. Contract
75. Grievance Procedure
76. Mediator
77. Arbitration
78. Strike
79. Lockout
80. Investment

CAREER EXPLORATION

2nd WEEK

APRIL 2 - 6

Investigation of the Dictionary of Occupational Titles

This activity is related to the interest survey and is designed to provide the student with a look at the types of occupations which fall within the range of his interests as indicated by the interest survey. The aptitude test and achievement test can also be used in this investigation of possible occupational choices.

Use of the Occupational Outlook Handbook

This follows the use of D.O.T. and should acquaint the student with the potentials of future employment in areas of interest (by occupations) as discovered in his investigation of the D.O.T.

Choosing Your Occupation

This pamphlet should be completed either along with or after the use of the D.O.T. and O.O.H. activities. It provides the student with a carefully programmed procedure to follow in selecting a probable career. This should be done prior to the use of the 6 year forecasts. The self inventory from Choosing Your Occupation should be included in the reference file.

Work - Education History Interviews:

The purpose of the interviews is for the students to obtain a better understanding of the basic concepts of the world of work.

Students should have a greater understanding of the relationships between education and types of occupations, the mobility of workers, the frequency of change of occupations, the patterns which may appear in relation to the differences in men's and women's work patterns, and other information which the students happen to note.

TO WHOM IT MAY CONCERN:

The interview information being collected by the students will be used by them in developing a greater understanding about some of the basic concepts of the world of work. Any information obtained by them will be used to construct visual aids and statistical data to clarify the concepts developed from the interviews.

If the questions asked are considered by you to be of a personal nature and not to be used by the school, please feel free to deny the request for an interview. Each student will be asked to attempt to obtain two such interviews of persons 21 years old or older but will not be penalized in any manner if they are not able to obtain the interview information. No names are asked for, and if you wish the information returned to you, we would be happy to comply with your request.

WORK HISTORY CHART

Employer: Names of companies, firms, or places of employment.

Work Performed: Short description of actual work or specific job title. May included a number of specific jobs for a single employer.

Years: Include information as to length of time the individual was engaged in each specific job.

Full-Time - Part-Time: Use a check mark to indicate if the job was under 40 hours a week (part-time) or over 40 hours a week (full-time).

How Job Was Obtained: Briefly indicate the method by which the person obtained the job, such as, want ads, personal friend, etc.

Job Satisfaction: Simply check the category which best identifies how the person felt about each work experience.

Work Problems: A check mark here indicates that the person identified some problem with the job: example - union problems, problems with management, difficulty of tasks, etc.

Work Performance: The person is asked to evaluate his own performance for each job as it relates to the completion of the specific tasks required of the job.

Advantages - Disadvantages: Include here a brief statement as to what the person interviewed felt were the things which he/she gained from this job or which they felt were the things which they did not gain from employment.

Reason For Leaving Job: Simply list the reason why the person left the job; quit for better paying work, advancement to better position, etc.

EDUCATION HISTORY CHART

Schools By Grade Level: The numbers here correspond to the grade level and each school attended should be listed (be brief). In cases where more than one school was attended for a single grade level, list the school the person was attending when that grade level was completed.

City And State: Include both city and state locations of each school attended.

Years: This should include as much information as possible about months and years of attendance at each school.

Part-Time - Full-Time: (Part-Time) check this column only if the person was fully employed, (30-40 hours per week) and the person was attending school on a limited basis. (Full-Time) check this column if the person was attending school and working less than full time or not working at all.

Graduate: Check the appropriate column to indicate if the person received a certificate or degree for successful completion of a required course of study.

WORK - EDUCATION HISTORY

Education History:

Schools By Grade Level (Name of School)	Place: City: State:	Years From	Years To	Part Time	Full Time	Graduate Yes	Graduate No
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

College (2 or 4 year)

1.							
2.							
3.							
4.							

Post-College (Graduate)

1.							
2.							

Other (Trade, Technical, night school, etc.)

1.							
2.							
3.							

List all other Post High School formalized training or education not listed in the above chart. EXAMPLES: Military Schools, G.E.D. High School Test, Company Oriented Training, Correspondence Schools, etc.

	Years	Graduate ?
1.	-	
2.	-	
3.	-	
4.	-	

WORK - EDUCATION HISTORY

Work History: Sex: (M)___ (F)___ Age____

A.

Name of Employer	Work Performed	Years		Full Time	Part Time	How Job Was Obtained
		From	To			
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

B.

The following is a summary of your personal attitudes and evaluations of the jobs you have had. (Use Check (✓) marks to complete the following.

	Job Satisfaction				Work Problems		Work Performance			
	Very Satisfied	Satis-fied	Neutral	Dissat-isfied	Had Problems	Had No Problems	Very Good	Above Average	Average	Not Good
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										

C.

Briefly identify the most significant single factor for each job in the items listed below.

	Advantage of the Job	Disadvantage of the Job	Reason for Leaving Job
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

CAREER EXPLORATION

3rd WEEK

APRIL 9 - 13

LIFE CAREER SIMULATION GAME

The life career game provides the students with the opportunity to make "real life" decisions and also reinforces the value of increased education. The game situation also emphasizes the aspects of careful planning and goal setting in making decisions as they pertain to ones future.

Life Career Game: Wall Chart - Scoring

MIKE								
Section Number	1	2	3	4	5	6	7	8

Directions:
(1) Three students maximum per group
(2) Separate charts for each person
a) Mary b) Anne c) Bob d) Mike
(3) Eight cycles required
(4) Section number based on geography, small or medium group

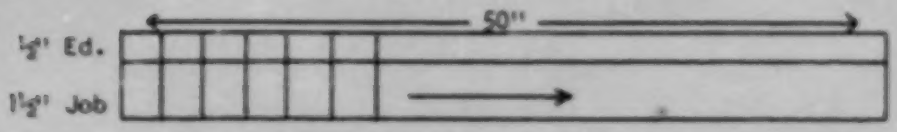
WALL CHART TIME LINE

The purpose of this activity is to construct a visual aid whereby the student will be able to visually understand some basic concepts of job mobility, education and jobs, trends of employment, etc. The charts should be constructed of butcher paper and done by the students within individual small groups.

RECOMMENDATIONS

A. Two charts: One for men. One for women.

B. Each time line 2" High (50 years = 1" wide) Total 50"
1½" Job
½" Education



C. Color Code For Education:

Grade School	- red
Junior High	- blue
High School	- dark green
College	- orange
Grad. School	- violet
Other	- brown

D. Job: Decide on job classification through some discussion in class. It would be best to limit these to about three. The discussion will emphasize the variety and number of different types of jobs and the difficulty of classification.

Technical professional	- light green
Skilled	- light blue
Unskilled	- yellow

HIGH SCHOOL REGISTRATION

Main emphasis of this portion of the program is to have students make selections for their sophomore year in high school. They will utilize handbooks and registration materials from the high school. This program is started at this time as its completion date is dictated somewhat by the scheduling process of the High School.

CAREER EXPLORATION

4th WEEK

APRIL 16 - 20

STATISTICAL CHARTS

The following charts are examples of the type the instructor should construct prior to the work-education interview. All four charts should be used and should be large enough so that st their own statistical data.

List of suggest charts:
(1) Reasons for leaving the job
(2) Job Satisfaction
(3) Job Performance
(4) Work Problems

* suggest separate charts for females and males

	TECHNICAL AND PROFESSIONAL				SKILLED				UN	
Age Group	Very Satisfied	Satis-fied	Dissat-isfied	Neutral	Very Satisfied	Satis-fied	Dissat-isfied	Neutral	Very Satisfied	Sat fi
21-30										
Total										
30-40										
Total										
40-50										
Total										
50 - over										
Total										

42

43

STATISTICAL CHARTS

are examples of the type the instructor should construct prior to the completion of the
All four charts should be used and should be large enough so that students may record
.

(1) Reasons for leaving the job
(2) Job Satisfaction
(3) Job Performance
(4) Work Problems

arts for females and males

ROFESSIONAL		SKILLED				UNSKILLED			
Dissat-isfied	Neutral	Very Satisfied	Satis-fied	Dissat-isfied	Neutral	Very Satisfied	Satis-fied	Dissat-isfied	Neutral

42

43

REASONS FOR LEAVING THE JOB						
Age	Technical and Professional	Count	Skilled	Count	Unskilled	
21 — 29	1		1		1	
	2		2		2	
	3		3		3	
	4		4		4	
	5		5		5	
	6		6		6	
	7		7		7	
	8		8		8	
	9		9		9	
	10		10		10	
30 — 39						
40 — 49						
50 — over						
	TOTAL ALL GROUPS		TOTAL ALL AGE GROUPS		TOTAL ALL AGE GROUPS	

REASONS FOR LEAVING THE JOB

fessional	Count	Skilled	Count	Unskilled	Count	Totals
		1		1		1
		2		2		2
		3		3		3
		4		4		4
		5		5		5
		6		6		6
		7		7		7
		8		8		8
		9		9		9
		10		10		10
UPS		TOTAL ALL AGE GROUPS		TOTAL ALL AGE GROUPS		

JOB PERFORMANCE													
Age	Technical and Professional					Skilled					Un		
Groups	Very Good	Above Average	Average	Not Good	TOTALS	Very Good	Above Average	Average	Not Good	TOTALS	Very Good		
21 — 29													
30 — 39													
40 — 49													
50 & over													
TOTALS													

JOB PERFORMANCE

ıd Professional			Skilled					Unskilled				
Average	Not Good	TOTALS	Very Good	Above Average	Average	Not Good	TOTALS	Very Good	Above Average	Average	Not Good	TOTALS

PERSONAL INTERVIEW

Each student will be assigned one interview report. The student will interview someone who has a job that the student has an interest in. The information gathered from this interview and the reading of pamphlets and other sources will be presented orally to class. The purpose of the personal interview is so that the student will talk to someone who actually has that type of a job. The student will be able to gather information first hand.

Those interviewed should not live in the student's home, nor should they be employed in the student's school. Those interviewed must be an adult who is a full time employee and on the job for at least one year.

The interview check list is used to evaluate the student's thoroughness in the presentation of his oral report.

PERSONAL INTERVIEW

NAME: _____

Interview some person who works in a career in which you are interested. Prepare an oral report to be given to a small group. Hand in this completed sheet when you give your report.

1. Name of person interviewed:

2. Occupation:

3. Company person is employed by:

4. Number of years in this occupation:

5. Your relationship to the person interviewed: Friend, relative, stranger.

6. Date of interview:

7. Signature of person interviewed:

INTERVIEW CHECK SHEET

Information:

1. Type of career
2. Training required
3. Individual requirements
4. Pay (including fringe benefits)
5. Chance for advancement
6. Advantages of career
7. Disadvantages of career

Presentation:

1. Little use of notes
2. Easy to hear

Organization of speech

Of interest to audience

Sheet signed

Grade

CAREER EXPLORATION

5th WEEK

APRIL 23 - 27

PARENT WORK EXPERIENCE

Students may visit one or both parents at work in order to learn more of different types of careers. Maximum time allowed for visits will be two days with each parent. In cases where a student will be unable to visit his parents, an effort will be made to have him go with another student and his parent.*

Observations are to be made as to the general surroundings of the job, the types of jobs, and the skills that are needed for each.

A report will be handed in when the student has completed his visit.

* Permission slips may be obtained from the counselors. Times and dates of the actual work experiences will be arranged by the school counselors.

WORK EXPERIENCE REPORT

Either of two forms can be used to report on the work experience. Form A is to be completed and turned in immediately following the work experience.

Form B will be completed during the time of or after the observation. A report will be written from the information gathered on form B and turned in.

Dear Parents:

We are again involving the Ninth Grade Students in the annual occupational exploration program. Generally, the purpose of this program is (1) to introduce students to the world of work, (2) to provide students with some experiences within the world of work, and (3) to better understand the relationship between school and the world of work.

One of the experiences which we believe has been beneficial in the past is a day in which your son, or daughter, spends a working day with you at your place of employment. This provides not only a specific understanding of what you do to earn a living, but also a general understanding of the "ground" rules" of the world of work.

We encourage you to participate in this program. Please sign this letter if you are willing to release your son, or daughter, to spend the day at work with you.

Because there are some students who will not be able to accompany their parent to work, we are asking parents to consent to taking additional students for a day at work. If you are willing and able to do this, please indicate the number of additional students that could spend the day at work with you.

Thank you for your interest and cooperation.

Counselors

I give _____ permission to accompany me for a day at work.

I can accommodate_____(number) other students for a day at work.

Parent Signature_____

Place of Employment_____

WORK EXPERIENCE FORM A

Name:_____ Group Number:_____

Date and time of visit:_____

1. Company visited:

2. Product produced or service given:

3. Number of employees:

4. Position of your host:

5. What are the duties of this position:

6. What do you think the good points of this position are?

7. What are the bad points?

8. Other types of jobs you saw:

A. Needing little education:	B. Needing a great deal of education
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

9. Equipment used on the job: List 5 -

10. Write a paragraph explaining why you would or would not like to be in this type of work.

WORK EXPERIENCE FORM B

Introduction: The purpose of this "work experience" form is to aid you in recording important data which tends to give a realistic picture of what a particular occupation offers.

Directions: Please write your comments dealing with your observations in the three categories listed below.

I The kinds of skills and training that were required of the people whom you observed at work.

Comments:

II The standards of personal behavior and appearance that were expected of people on the job.

Comments:

III The economic characteristics of the job to which people were assigned. (type(s) of work)

Please check the appropriate area that applies to type of work you are observing.

Specific title or nature of job

_____

1) Technical-Professional

Comments:

Comment:

2) Skilled

Comment:

3) Unskilled

Comment:

JOB APPLICATION

All students will be asked to complete an actual job application.* Experience in the practical realm of applying for a job is enhanced when the student becomes aware of the shortcomings of his own memory. The best application of this exercise is on an unannounced basis, give the job application to be completed under controlled conditions, correct the applications for mistakes in completing the form, and follow this with a discussion. Then distribute the preemployment data sheets. A second application could also be completed after the preemployment data sheets have been done. This reinforces the value of the preemployment data sheets.

* Actual job applications increase the relevancy of this activity to the student.

PARKROSE SCHOOL DISTRICT # 3

Portland, Oregon 97220

Administration Office
10636 N. E. Prescott Street
Phone: 252-3411 (Area Code 503)

TEACHER AIDE APPLICATION

Date of Application _____

Date Available for Duty _____

Social Security Number _____

PLEASE PRINT OR TYPE THIS FORM

Name (Mr. / Mrs. / Miss) _____
Last First Middle Maiden

Present Address _____ Phone _____
Street City State Zip

Permanent Address _____ Phone _____
Street City State Zip

Present position or status _____

Date of birth _____ Sex _____ Age _____ Height _____ Weight _____

Single _____ Married _____ Widowed _____ Separated _____ Divorced _____

If married, give name of spouse _____

Spouse's occupation? _____

Spouse's employer? _____

Number and ages of children, if any _____

Aside from opportunity for employment, what prompts your interest in this kind of work?

_____

_____

_____

Check the special skills you have from the following list. After each checked item briefly describe your training.

_____ Art _____

_____ Music _____

_____ Home Economics _____

_____ Physical Education _____

_____ Operation of Audio Visual Equipment _____

_____ Typing W. P. M. _____

_____ Operation of Duplicator _____

_____ First Aid _____

EDUCATION TRAINING

NAME OF SCHOOL/COLLEGE		CITY AND STATE	DATES OF ATTEND.	DEGREE & YEAR GRANTED	MAJOR FI OF STUD
SENIOR HIGH					
COLLEGE AND/OR UNIVERSITY					

WORK EXPERIENCE

DATES		NAME OF EMPLOYER	LOCATION	NO. OF YEARS	RATE OF PAY	TYPE OF WORK	
FROM	TO						

REFERENCES

NAME	ADDRESS	OF

Travel (give dates and places) _____

HONORS RECEIVED _____

HOBBIES _____

Have you ever been convicted of any unlawful acts? _____ If yes, explain fully: _____

I certify th
vided is a t
ment of my

SIGNAT

In all cases the immediate supervisor or principal is responsible for interviewing and hiring.

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	CITY AND STATE	DATES OF ATTEND.	DEGREE & YEAR GRANTED	MAJOR FIELD OF STUDY	MINOR FIELD OF STUDY

YER	LOCATION	NO. OF YEARS	RATE OF PAY	TYPE OF WORK	REASON FOR LEAVING

	ADDRESS	OFFICIAL POSITION

HONORS RECEIVED

HOBBIES

unlawful acts? _____ If yes, explain fully: _____

I certify that the information provided is a true and complete statement of my personal record to date.

SIGNATURE OF APPLICANT

principal is responsible for interviewing and hiring.

53

PARKROSE SCHOOL DISTRICT #3

Portland, Oregon 97220

Administration Office
10636 N. E. Prescott Street
Phone: 252-3411 (Area Code 503)

APPLICATION

Date of Application _____

Date Available for Duty _____

PLEASE PRINT OR TYPE THIS FORM

Name (MR. / MRS. / MISS) _____
LAST FIRST MIDDLE MAIDEN

Present Address _____ Phone _____
STREET CITY STATE ZIP

Permanent Address _____ Phone _____
STREET CITY STATE ZIP

Present position or status _____

Designate in order of preference the type of position for which you are applying by writing the numerals 1, 2, and 3 in the appropriate boxes.

☐ Primary ☐ Upper Elementary ☐ Junior High ☐ Senior High ☐ Special

List below in order of preference the special subjects, grade levels, or positions for which you wish to be considered:

1. _____ 2. _____ 3. _____

Secondary Candidates Only:
Which of the following activities could you direct?

_____ School Newspaper _____ Annual _____ Dramatics _____ Debate _____ Intramurals

List sports you can coach or other activities you can direct _____

_____

Elementary Candidates Only: Can you teach _____ Art? _____ Vocal Music? _____ P.E.?

If you can teach a foreign language, please list it: _____

A personal interview in the district is required before an applicant can be recommended for election. Request an appointment before coming to the Parkrose School District.

I certify that the information provided is a true and complete statement of my personal record to date.

_____
SIGNATURE OF APPLICANT

60

Date of birth _____ Sex _____ Age _____ Height _____ Weight _____

Single _____ Married _____ Widowed _____ Separated _____ Divorced _____

If married, give name of spouse _____

Spouse's occupation? _____

Spouse's employer? _____

Number and ages of children, if any _____

_____

_____

Is the condition of your health such that you can carry a full teaching load and normal assignment of extracurricular work? _____ Approximate number of days lost from work or college because of illness during the past four (4) years? _____ Date of last complete physical examination _____

Have you any physical disabilities? _____ Ever had a serious illness or operation? _____

Ever been treated for a mental or nervous condition? _____

If the answer to any of the last three questions is YES, please explain _____

_____

_____

_____

_____

_____

Have you ever been convicted of any unlawful acts? _____ If yes, explain fully: _____

_____

ACTIVE MILITARY SERVICE							
FROM			TO				
MO.	DAY	YR.	MO.	DAY	YR.	BRANCH OF SERVICE	WHERE LOCATED, DUTIES, ASSIGNMENTS, RANKS, ETC.

Present draft classification _____ Are you in a Reserve or National Guard Unit? _____

Active? _____ Inactive? _____ Additional information _____

Are your Placement Bureau credentials up-to-date? _____ Yes _____ No

Where may your placement credentials be obtained? _____

_____

_____

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TRAVEL (give dates and places) _____

HONORS RECEIVED _____

HOBBIES _____

COLLEGE ACTIVITIES _____

Name professional organizations in which you maintain active membership: _____

Professional publications read regularly: _____

List below Oregon teaching, administrative, and special certificates held:

TYPE OF CERTIFICATE	DATE OF EXPIRATION

If you do not now hold an Oregon Teaching Certificate, indicate date of application and type of certificate requested: _____

Are you a member of the Oregon State Retirement System? _____ Yes _____ No

Social Security Number _____

What days of the week, times of day, or dates would be convenient for us to schedule an interview for you?

Please state two choices: _____

EDUCATION TRAINING

NAME OF SCHOOL/COLLEGE		CITY AND STATE	DATES OF ATTEND.	DEGREE & YEAR GRANTED	MAJOR FIE OF STUD
SENIOR HIGH					
COLLEGE AND/OR UNIVERSITY					

Approximate number of quarter hours beyond your last degree? _____

Other training or schooling? _____

TEACHING EXPERIENCE – List most recent experience first. Include student teaching

DATES		CITY, STATE	NAME OF SCHOOL	NO. OF YEARS	NO. OF TEACHERS		SUBJECTS TAUGHT OR POSITIONS HELD
FROM	TO				BLDG.	SYSTEM	

WORK EXPERIENCE (Other than Teaching) List most recent experience first – do not include Military Service.

DATES		NAME OF EMPLOYER	LOCATION	NO. OF YEARS	RATE OF PAY	TYPE OF WORK	
FROM	TO						

REFERENCES (For experienced teachers only: Give three references including superintendents and principals under whom you have taught who have first-hand knowledge of your character, personality, and teaching ability.)

NAME	ADDRESS	OF

	CITY AND STATE	DATES OF ATTEND.	DEGREE & YEAR GRANTED	MAJOR FIELD OF STUDY	MINOR FIELD OF STUDY

ours beyond your last degree? _____

ost recent experience first. Include student teaching

	NAME OF SCHOOL	NO. OF YEARS	NO. OF TEACHERS		SUBJECTS TAUGHT OR POSITIONS HELD	REASON FOR LEAVING
			BLDG.	SYSTEM		

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Teaching) List most recent experience first—do not include Military Service.

YER	LOCATION	NO. OF YEARS	RATE OF PAY	TYPE OF WORK	REASON FOR LEAVING

teachers only: Give three references including superintendents and principals under whom
ho have first-hand knowledge of your character, personality, and teaching ability.)

	ADDRESS	OFFICIAL POSITION

COLLEGE CATALOGS

A variety of college catalogs should be made available to the student so that he may investigate in depth the type of course work required and admission requirement for a number of alternate schools offering work in the areas of interest to the student. Apprenticeship information, trade school, night school, Junior college and other areas of training should also have information available for use by the student.

S.R.A. JOB BRIEFS

This provides the student with short resumes' of the specific occupations they have selected to investigate in greater depth. It provides them with the basic information on training education, etc., of the particular job.

CAREER EXPLORATION

6th WEEK

APRIL 30 - MAY 4

PARENT NIGHT

6th Week (Conference)

The main purpose of "Parent Night" is to provide an opportunity whereby parents, teachers, counselors and students can meet together to discuss primarily the student's high school schedule at the 10th grade level.

Assisting in this program will be counselors and department heads from the high school. Their functions will be to answer questions or give helpful comments pertaining to any phase of the high school curriculum.

One evening meeting is suggested during the 6th week. This conference will be "set-up" on either a 10 or 15 minute interval. Since the students have started their investigation of high school course offerings at the beginning of the 3rd week of their career exploratory program, most parents will have had an opportunity to discuss with their son or daughter what high school course offerings are available.

Also, some tentative plans could be discussed in terms of what course offerings are available at the 11th and 12th grades.

HIGH SCHOOL REGISTRATION

Completion of High School Registration for sophomore year must be done by this time to allow time for computer tabulation by the high school counselors.

HOW TO PREPARE FOR AND PARTICIPATE IN A JOB INTERVIEW

This is a packet which will be first read by all students and then discussed in class. There will be a number of students selected to actually participate in job interviews. Several of these interviews will be video-taped and the video-taped interviews will then be viewed by all students. A job interview evaluation form will be completed by each student on the interview of at least one of the video-taped interviews. The results of these evaluations will then be discussed in class.

HOW TO PREPARE FOR AND PARTICIPATE IN

A JOB INTERVIEW

INTRODUCTION

"Can I apply?" "Do you have an opening?" "I want a job."

These are words spoken by people who didn't get the job. Interviewing for a job is a technique which must be learned and mastered.

The interview is the "moment of truth." It is a personal meeting with the employer in which he estimates not only your ability to do the job, but evaluates you as a person. If you want the job you must impress the employer. If you want to impress the employer, you must practice the techniques of the job interview.

HOW TO PREPARE FOR AND PARTICIPATE IN A JOB INTERVIEW

Concept

Since most jobs are secured by personal interview with an employer, it is necessary to know how to prepare for and participate properly in the interview in order to gain the desired job.

Purpose

Someday you will buy a car. You will not buy the car as a favor to the car dealer, but because it is something you want, something you need, something that will make your life most pleasant and efficient. An employer hires you for the same reasons. He is not trying to do you a favor. You are something he needs. Just as you would buy the car if it suits your desires and needs, he will hire you if you suit his desires and needs. Just as the car dealer tries to make the car as attractive as possible so that you will buy it, you must make yourself as attractive as possible so that the employer will buy your services.

The job interview is the opportunity to display yourself. Do it in a manner that will make the employer want to buy "the product".

Section 1 - Preparation for the job interview

Before you can actively take part in a job interview, you must prepare certain information and be aware of certain requirements. For example, the employer may want to know your social security number. He may ask you for personal references. You must have this information ready and available. Also, a successful interview will more likely result if you have fulfilled certain requirements. Arriving on time, dressing properly, and being polite are some of these requirements.

The purpose of Section 1 is to help you prepare the necessary materials and understand the necessary requirements.

PREPARING FOR THE JOB INTERVIEW

The information on this sheet is a summary of the other materials assigned for this package. Read it carefully. It should be of assistance to help you organize yourself in preparation for the job interview.

1. You must gather all necessary information and papers.

   A. A well-prepared personal inventory will have the needed information--Social Security number, educational record, list of references, etc.

   B. If you are living with your parents, you will probably need information about them: Name (correctly spelled), date of birth, occupation.

      Note: Having this information available should favorably impress the employer. It will tell him things about you before he even speaks to you--you are organized, business-like, and constructively aggressive.

2. Know what kind of job you are seeking and the necessary qualifications for that job.

   A. Apply for a particular job. Do not go to a job interview looking for "just a job". If you do you will have no idea of the needed qualifications. You will then be on the defensive because you won't have any organized "brag power" with which to convince the employer that he needs you!

   B. Having completed the package "What Is Your Job Aptitude?", you should be aware of the qualifications. However, each employer may be looking for other specific qualifications. It will be to your advantage to find out what they are. How? Talk to somebody who works for the company. Write a letter to the boss (in a small company) and ask what the qualifications are. In a large company contact the personnel director. Can you think of any other means to find out what the qualifications are?

3. Learn what you can about the company and its policies before going to the interview. Having a knowledge of the company and its policies will help convince the employer that you are sincere in seeking that job.

   A. Talk to present employees.

   B. Write to the business and ask for information.

4. Make yourself attractive.

   A. You are selling a product--yourself. Make the product look like something the employer will buy.

   B. For all job interviews you should be neat, clean, and well groomed. Your dress will be determined by the type of job you are applying for. If in doubt, ask someone whose opinion you respect.

   C. For First Impression, the "Wrapping" is as important as the "Product" inside.

PREPARING FOR AND CONDUCTING THE JOB INTERVIEW

1. Interviews are used for the following:
   A. To seek employment--a job.
   B. To seek information about a job to find out if you are suited to that kind of work; what the qualifications are; how to succeed; education necessary; etc. The object of the whole interview is to make a contact--a friend and therefore you should devote all your ability and personality so that you will be remembered and make it possible to return.
   C. To be in line for a future job.
   D. To create jobs.
2. State all facts and questions in such a manner that you get a (yes) answer. If you can get the employer to think in a positive (yes) manner, he will tend to say yes to your request for a job.
3. Try to know what kind of an answer your question will bring.
4. Never suggest anything negative about yourself.
5. Watch the reaction of your words on the man you are talking to.
6. People or persons are never interested at first. You must interest them.
7. Keep in mind that you have something to give, not get. Have your services to sell and know what they are. Know how you can be of value to his firm.
8. An objection to you, in most cases, may not be the real reason for not hiring you.
   A. When an employer gives you an objection such as: There are no openings, or we are taking no applications,
   B. Merely, agree with him and go into your sales talk. For example: I realize, Mr. Jones, that you are not taking applications, but I wanted very much to meet you--get acquainted--make this contact, etc.

BEFORE STARTING OUT TO LOOK FOR WORK, BE SURE:

1. Your appearance is as attractive as you can make it. (Be conservative, not flashy.)
2. Skin--clean and clear.
3. Teeth--carefully cared for.
4. Hair--neatly and becomely dressed. Boys--do not wear long sideburns or goatees.
5. Hands--nails clean.
6. Clothing--clean, free from spots, pressed, and carefully repaired; collars, handerkerchiefs, and shoes clean. Dress suitable for the work you are applying for.
7. Jewelry--nothing gaudy or showy--avoid advertising pins and those suggesting political or religious preference.
8. You have money for any unforeseen situation such as extra carfare, lunch, etc.

WHEN YOU GO TO INTERVIEW AN EMPLOYER:

1. Arrive at your destination in time to be calm and self-possessed.
2. Ask for the person whom you wish to interview.
3. Remain outside a private office until you are asked to enter.
4. Show no impatience while you are waiting.
5. Enter room in a quiet, self-possessed manner. If the employer is busy, do not interrupt; wait until he is through.
6. Introduce yourself (present card of introduction if you have one). State briefly your reason for calling. Look at the person with whom you are conversing.
7. Remain standing until you are asked to be seated. Do not lean on anything.
8. Sit comfortably--do not slouch. Try to avoid signs of nervousness.
9. Hold your hands quietly in your lap.

10. Make no attempt to read private material.
11. Show no interest in conversation not directed to you.
12. Let the employer do most of the talking.
13. Smile now and then, whether you want to or not.
14. Answer all questions clearly and truthfully.
15. Avoid the use of slang.
16. Do not attempt to argue or joke with the employer.
17. Be sure that persons whose names you give as references are willing to act in you capacity.
18. Respect the right of the employer to interview other applicants before making his decisions.
19. Remember that an offer of employment by the employer gives you the right to know definitely--the kind of work you are to do, hours of service, salary, and other details which might influence you in accepting or refusing the position.
20. Remember that courtesy is always an asset.
21. Whether you get the job or not, say "Thank you, Mr. _____", when you leave.

THINGS TO REMEMBER THE FIRST DAY ON THE JOB

1. Be ahead of time.
2. Listen to all instructions carefully.
3. Keep notes of everything you are told to do.
4. Be friendly to all fellow employees.
5. Be careful not to monopolize fellow employees' duties.
6. Learn stock.
7. Watch fellow employees' methods of doing things.
8. Study everyone and everything.
9. Observe people's reactions to your methods of doing things.
10. Don't talk too much about yourself, be conservative yet friendly.
11. Don't try to grasp everything at once; proceed slowly but thoroughly.
12. Be systematic in what you do.
13. Don't be too familiar with the Department Heads.
14. Watch results of your work; look for opportunities to improve.
15. Watch personal appearance.
16. When you make a mistake, report it to the one in charge and learn how to do it right.
17. Don't converse with fellow employees while on the job.
18. Don't watch the clock.
19. Learn the location of main departments as best you can.
20. Learn organization rules and regulations.
21. Know what is expected of you and do it.
22. Get enough rest so you can do your job cheerfully.
23. Don't be in a hurry to leave at the end of the day. Help clear away the stock.
24. Don't ask unnecessary questions; think for yourself.
25. When you go out to lunch, make a mental resume' of what you were told to do in the morning.
26. Be enthusiastic about your work.
27. Be extremely courteous.
28. Don't forget to smile.
29. Enunciate clearly.
30. Learn the names of the Department Heads.
31. Keep stock neat.
32. Watch fellow employees' mistakes and see that you do not make them.
33. Be alert; don't lean against the things giving the impression that you have nothing to do.
34. Keep bodily clean.
35. Keep busy.
36. Be prompt in returning after lunch.
37. Be patient.

PREPARING FOR AND CONDUCTING THE JOB INTERVIEW

Questions You May Be Asked*

Frank S. Endicott, Director of Placement at Northwestern University, has made a study of the questions most often asked during employment interviews. If you know what these questions are, you can think out the answers in advance. The following are some of the questions frequently asked by ninety-two companies.

1. Are you looking for a permanent or temporary job?
2. In what type of position are you most interested?
3. What do you know about our company?
4. Why do you think you might like to work for our company?
5. Why do you think you would like this particular job?
6. What qualifications do you have that make you feel that you will be successful in your field?
7. What are your ideas on salary?
8. In what school activities have you participated? Why? Which did you enjoy the most?
9. What extracurricular offices have you held?
10. How do you spend your spare time? What are your hobbies?
11. What courses in school did you like best? Least? Why?
12. How did you spend your vacations while in school?
13. What jobs have you held? How were they obtained and why did you leave?
14. What are your future vocational plans?
15. How much money do you hope to earn at age thirty? Thirty-five?

No one employer is likely to ask all fifteen of these questions. You may also expect to be asked other questions. But these fifteen give you some idea of what you are likely to be asked when you apply for work.

* "How to Get the Job", by Mitchell Dreese.

Good Tactics**

1. Apply for a specific kind of opportunity. One personel director says any applicant who asks, "Have you an opening?" should be answered, "Yes. Over there. Please close it on the way out."
2. Present evidence of your ability to undertake the work, or at least to learn it adequately and quickly.
3. Have valid, honestly thought-out and felt-out reasons for wanting to work for the particular company because you know about the company, its products, its reputation, its competitors, and its probable future.
4. If you want to work with other people, be sure you have and can demonstrate the ability to give and to get cooperation.
5. Remember there is no place in industry for an unreliable man, no matter how gifted he may be.

Developing an opening probably depends on following up your strategy with good tactics. Beware of confusing a good trick with good tactics. Originality may, or may not, be either. Certainly it seldom can be both.

** "Successfully Finding Yourself and Your Job", by F. Alexander Magoum

HOW TO WRITE A RESUME'

The purpose of this activity is twofold 1) to provide the student with an opportunity for self-evaluation and orderly collection of personal information, 2) it also provides the student with a valuable tool to use in seeking employment. When used after the first writing of a resume'; it emphasizes the fact that the student's own experiences can be properly organized to present a complete picture of his employability. The Final Resume' is written using the form (John Doe) provided in the package. This is to be done neatly and is also supplemented with a cover letter. Both the Final Resume', "How to Write a Resume' ", and the cover letter are included in the Reference File.

HOW TO PREPARE

and

WRITE A RESUME!

Information Sheet #2

Oregon State Employment Service
Department of Employment

WHY PREPARE A RESUME'

1. Because the resume' has proven itself to be one of the most effective job-hunting tools.

2. Because using the resume' in job searching is standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resume' as a means of securing qualified employees.

3. Properly prepared, a resume' helps you to "get a foot in the door." Often it is the deciding factor in whether or not you get an interview.

4. Resume's can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications. A resume' can be mailed to a number of prospective employers, many more than you could possibly visit.

5. Preparation of a resume', in itself, will help to organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self-assurance, build your confidence for the crucial personal interview with an employer. You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatement.

6. Finally, after you have concluded your job interview, your resume' can remain with the employer--a visual reminder of you.

EVALUATION SHEET

WHY WRITE A RESUME'

DIRECTIONS: This evaluation is exactly like Why Prepare a Resume'. Read each reason and check those reasons you do not think are important enough to take the effort to write a resume'. Explain the reasons that you check.

1. ( ) Because the resume' has proven itself to be one of the most effective job-hunting tools.

   Explain:_____

2. ( ) Because using the resume' in job-searching is standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resume' as a means of securing qualified employees.

   Explain:_____

3. ( ) Properly prepared, a resume' helps you to "get a foot in the door." Often, it is the deciding factor in whether or not you get an interview.

   Explain:_____

4. ( ) Resumes' can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications. A resume' can be mailed to a number of prospective employers, many more than you could possibly visit.

   Explain:_____

5. ( ) Preparation of a resume', in itself, will help to organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self assurance build your confidence for the crucial personal interview with an employer. You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatements alike.

   Explain:_____

6. ( ) Finally, after you have concluded your job interview, your resume' can remain with the employer--a visual reminder of what you covered during the interview.

   Explain:_____

RESUME' PREPARATION FORM 1

I PERSONAL CHARACTERISTICS (Who are You?)

DIRECTIONS: Take a good, honest look at yourself. You are going to ask an employer to buy your services. Be sure you know what you are selling. Complete all the information asked for. Later you will decide what information you will use in your resume' and what you will not use.

IDENTIFYING INFORMATION:

Name_____ Birth Date: Month____ Day____ Yr.____

Address_____

Parent's Name_____

Parent's Address_____

Father's Occupation_____

PHYSICAL INFORMATION:

Height____' ____" Health: ( ) Excellent, ( ) Good, ( ) Fair
Weight_____lbs. Physical Defects_____

APPEARANCE:

Dress ( ) neat and clean ( ) sloppy and dirty
Comments:_____
_____
_____

Grooming ( ) Hair kept combed and cut, shoes shined, nails cared for.
( ) Hair uncombed, usually need hair cut, shoes need shining, nails uncared for.
( ) Bathes regularly.
( ) Bathes on occasion.

Physical Appearance ( ) I am concerned about my physical appearance and make an effort to keep myself clean and neat.
( ) I am not concerned about my physical appearance, the way I look is my business.

SOCIAL CONDUCT AND ATTITUDES

Note: The following words will help to describe you. If you do not understand a word, look it up in the dictionary. If you still don't understand, ask the instructor. Check those words that apply to you.

( ) ADAPTABLE ( ) AGGRESSIVE ( ) TACTFUL ( ) CHEERFUL ( ) DEPENDABLE
( ) TOLERANT ( ) COOPERATIVE ( ) POLITE ( ) RETICENT ( ) PUNCTUAL

USE THE BACK OF THIS SHEET TO ADD ANY OTHER PERSONAL CHARACTERISTICS THAT YOU THINK ARE IMPORTANT TO LIST.

RESUME' PREPARATION FORM 2

II EDUCATIONAL BACKGROUND (What Do You Know?)

DIRECTIONS: Educational background is very important if you have had little or no work experience. You will not record all your classes or your grades on your final resume', but it is important that you list them here to see what you have accomplished. This will help you to make some judgements as to what you are prepared to do.

SCHOOLS ATTENDED:

Name of School_____ Dates Attended_____to_____
Name of School_____ Dates Attended_____to_____
Name of School_____ Dates Attended_____to_____
Name of School_____ Dates Attended_____to_____

HIGH SCHOOL COURSES TAKEN:

Get a copy of your courses and grades to date from the school counselor or instructor and attach it to this sheet.

Which subjects did you like best? Why? If necessary, use the back of this sheet to explain why you like a particular subject.

Subject_____
I liked it because_____

Subject_____
I liked it because_____

Subject_____
I liked it because_____

CONTINUE OTHER SUBJECTS ON THE BACK OF THIS SHEET

Which Subjects did you like least? Why?

Subject_____
I disliked it because_____

Subject_____
I disliked it because_____

CONTINUE OTHER SUBJECTS ON THE BACK OF THIS SHEET

EXTRACURRICULAR ACTIVITIES (list also hobbies and interests outside school)

_____

_____

SPECIAL SKILLS (list all skills you have learned in and out of school)

_____

_____

RESUME' PREPARATION FORM 3

III WORK EXPERIENCE (What Have You Done?)

DIRECTIONS: List all jobs you have done*--no matter how simple they may seem to you. Some jobs might only indicate that you are willing to work. WILLINGNESS TO WORK IS A VERY IMPORTANT QUALIFICATION. You may not be able to answer all the questions for each job you have had.

JOB TITLE:_____

Give details of the job duties:_____

_____

_____

Why were you hired for the job?_____

_____

What did you like most about the job? Why?_____

_____

_____

What did you dislike about the job? Why?_____

_____

_____

What special skills or talents did you develop on the job that you could apply to another job?_____

_____

_____

How long did you work on this job?_____

Why did you leave the job?_____

_____

Could you obtain a good reference from your employer? If "yes," give his name, address, and phone number.

Employer's name_____
Employer's address_____
Employer's phone number_____

* Each job will require you to complete a separate work experience form.

RESUME' PREPARATION FORM 3

V PERSONAL REFERENCES (Why Should You Be Hired?)

DIRECTIONS: The resume' advertises that you have a product for sale--YOURSELF. To make the product most attractive, you want someone who is respected and trusted to speak favorably for the product (yourself). Those persons are called "Personal References." You must be selective in choosing your personal references: (1) Be sure they have something good to say about you. (2) Be sure they are respected and trusted people so that their word might be accepted. You should have at least three personal references. ASK THE PERSON IF YOU MAY USE HIM (HER) FOR A REFERENCE.

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

INFORMATION SHEET #3
Oregon State Employment Service
Department of Employment
(date of resume')
(date of resume')

JOHN HAVILAND
824 Tenth Avenue
Santa Ana, Calif.
LAmbert 8-1136

OCCUPATIONAL GOAL: Ultimate - Labor and Industrial Relations
Immediate - Personnel Clerk or Interviewer
Time and Motion Study
Production Control Clerk
Payroll Clerk

EDUCATION: University of California at Los Angeles
BA February 1972 Major: Labor Management

Major Subjects	Minor Subjects
Business Organization	Accounting
Business Management	Economics
Industrial Psychology	Humanities
History of Labor Unions	
Job Analysis	Extracurricular Activity:
Time and Motion Study	Industrial Relations Society
Personnel	Intramural Activities
Internship	

Honors: Phi Beta Kappa

SUMMER AND PART-TIME EXPERIENCE:
6-72 to 9-72 - Jomet Metal Products, 120 Spring St., Santa Ana
Part-time assistant payroll clerk.
6-71 to 9-71 - Western Auto Stores, 8213 4th Ave., Santa Ana
Part-time stock clerk; assisted manager in waiting on trade

MILITARY STATUS: National Guard. Requires weekly evening meeting and 15-day encampment annually. Obligation will be completed 1974

SPECIAL SKILLS: Typing - 50 words per minute
Burroughs & Marchant Business Machine (biller)
Chauffeur's license
Radio operator, License X-1245
Read and speak Spanish fluently

PERSONAL DATA: Date of Birth 4/4/48
Married--No children
Height--6'1" Weight--180 lbs.
Willing to accept work anywhere in the United States.

REFERENCES:

Mr. Henry A. Neff, Prof.
School of Business Management
UCLA, Los Angeles, Calif.

Dr. John O. Ryan
3455 Woodburn Ave.
Santa Ana, Calif.

Mr. J. L. Schapp
General Chemical
Santa Ana, California

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Oregon State Employment Service
Department of Employment

INFORMATION SHEET #4
(date of resume')

THOMAS S. GREAVES
857 Mongrove Ave.
Los Angeles, Calif.
EXmont 3-4693

GENERAL MANAGER
EXECUTIVE ASSISTANT
CREDIT MANAGER

GENERAL BACKGROUND

Twenty years of business experience in the field of office and credit management and accounting. Have set up office procedure and installed systems or all types, including those for machine accounting, payroll records, credit, and order control. Worked in close contact with sales departments which necessitated setting up systems for the handling of sales statistics, commission records, and market analysis.

EXPERIENCE

1958 - 1972 Jackson P. Phillips, Inc., Los Angeles, Calif. OFFICE MANAGER
Distributors of Coated Papers

Started as credit manager. Set up systems of credit and control, to facilitate handling large orders on a brokerage basis, and for the many smaller accounts controlled through the firm's own warehouse. Developed and placed in operation a system of procedures and records whereby the credit for both methods of sale could be handled by the existing clerical staff. At the end of the first year of the operation, the losses dropped and never exceeded ½ of 1% on a volume of sales reaching well over 2 million dollars a year.

At the end of the second year was appointed Office Manager and Executive Assistant to the President. Responsibilities covered:

- Supervision of credit and collections
- Supervision of accounting operations.
- Originating and installing office systems, procedures, order and inventory control
- Sales analysis, coats, expenses
- Supervision of traffic, warehousing and delivery operations.
- Personnel management
- Selection and purchase of office equipment.
- Correspondence, contracts.

1956 - 58 Interstate Credit Service Corp., OFFICE MANAGER
San Francisco, California
Credit Consultants and Collectors

Responsible for reorganization of office with staff of 55 office workers. Revised and developed procedures; organized office layout for better flow of work, reorganized supervision; instituted training in order to achieve maximum efficiency. The handling of 5300 accounts necessitated the installation of standard procedure in all departments and the reorganization of the control systems.

1952 - 46 H. F. Smith Co., Sacramento, Calif. EXECUTIVE ASST. to GENERAL MGR.

Responsibilities were concerned with the installation of uniform office systems for 10 branch offices throughout eastern United States. This included the execution of company credit policy and collection. Also in charge of publication of monthly house organ for branch managers. Responsible for coordination and analysis of branch reports of sales and inventories.

Prior Employment: Accountant and credit manager for National Jewelers, Inc., and Hobson's Retail Credit Corp.

INFORMATION SHEET #5
Oregon State Employment Service
Department of Employment
(Date of resume')

HAROLD W. COLTON
304 Oak Street
San Francisco, California
PRospect 8-8765

OBJECTIVE: Sales Executive

SALES PROMOTION - Devised and supervised sales promotion projects for large business firms and manufacturers, mostly in the electronics field. Originated newspaper, radio, and television advertising and co-ordinated sales promotion with public relations and sales management. Analyzed market potentials and developed new techniques to increase sales effectiveness and reduce sales costs. Developed sales training manuels.

As sales executive and promotion consultant handled a great variety of accounts. Sales potentials in these firms varied from $100,000 to $5,000,000 per annum. Was successful in raising the volume of sales in many of these firms 25% within the first year.

SALES MANAGEMENT- Hired and supervised sales staff on a local, area, and national basis. Established branch offices throughout the United States and developed uniform systems of processing orders and sales records. Promoted new products as well as improving sales of old ones. Developed sales training program. Developed a catalogue system involving inventory control to facilitate movement of scarce stock between branches.

MARKET RESEARCH - Devised and supervised market research projects to determine sales potentials, as well as need for advertising. Wrote detailed reports and recommendations describing each step in distribution, areas for development and plans for sales improvement.

SALES - Retail and wholesale. Direct sales to consumer, jobber and manufacturer. Hard goods, small metals and electrical appliances.

ORDER CLERK - Received, processed, and expedited orders. Trouble shooter. Set up order control system which was adopted for all branches.

FIRMS

1963 - 1972	B. B. Bowen Sales Development Co., San Francisco, Calif.	SALES EXECUTIVE
1952 - 1963	James Bresher Commercial & Industrial Sales Research Corp., Oakland, Calif.	SR. SALES PROMOTION MGR.
1946 - 1952	Dunnock Brothers Electronics Co., San Francisco, Calif.	ORDER CLERK, SALESMAN, SALES MGR.

EDUCATION - University of California, B. S. 1942, major, Business Adm.

PERSONAL DATA - Birthdate, January 4, 1920, Married, 3 children

SAMPLE RESUME' (1)

INFORMATION SHEET #6
(Date of resume')

JOHN DOE
Rt. 1, Box 89
Dayton, Oregon

864-3000

OCCUPATIONAL GOAL: Ultimate - Mechanic
Immediate - Gas Station Attendant

PERSONAL INFORMATION: Date of Birth - 4/12/54
Height - 5'8" Weight - 152 lbs.
Enjoy working with people; limited mechanical experience, but anxious to learn more.

EDUCATION: Attending Dayton High School
Anticipated date of graduation - June 1973

Related Subjects taken or presently enrolled in:

Voc. Orientation
Ag. Shop 1, II
Gen. Business
Bookkeeping
General Math
Eng. I, II, III
P.E. I, II, III

Extracurricular Activities:

Football and Basketball
Letterman's Club
Spanish Club

Hobbies and Interests:

Working on cars
Building Model Airplanes
Music

WORK EXPERIENCE (Summers and Part-time):

1966 - 1970 -- Capital Journal Paper Route. Increased subscriptions from 41 to 78
Summers 1971 -- Picked all row crops. Continuously worked for Mr. Tom Brown.
Summers 1972 -- Farmer's helper for Jack Smith. Operated and help maintain farm equipment - grease, change oil, change tires, and make minor repairs.

PERSONAL REFERENCES:

Mr. Jack Smith, Farmer
Rt. 1, Box 60
Dayton, Oregon

Mr. Joe Henry, Teacher
Dayton High School
Dayton, Oregon

Mr. William Black, Banker
First National Bank
Dayton, Oregon

HOW TO USE YOUR RESUME'

A good resume' will be an important job-getting tool. When you are searching for a job, USE YOUR RESUME'. Here are some suggestions on how you can use the resume' to "land a job."

1. Make a careful selection of firms that may be interested in your background and for which you would like to work. Don't be concerned about the number of persons to whom you send your resume'. The larger the mailing, the better the number of responses.

2. Always carry copies with you when you report for an interview.

3. Give copies to friends, acquaintances and associates who may be in a position to "hear of something."

4. Leave copies with the local employment service and private employment agencies.

5. Use the resume' in answering newspaper and magazine advertisements.

6. Don't use an out-dated resume'. Always included your last position of employment. Always include added education.

HOW TO WRITE A

COVERING LETTER

Information Sheet #1

POINTERS IN WRITING A COVERING LETTER

Always enclose a Covering Letter when you mail out a resume'. Your major purpose is to interest an employer in hiring you. The first step is to get him to read your resume'. So keep these facts in mind when writing your Covering Letter:

1. Address your letter to a specific person by name when possible.

2. The first twenty words are important. They should attract the reader's attention and interest.

3. Tell your story in terms of the contribution you can make to the employer.

4. Be sure to refer to your resume'. It gives the facts.

5. Use simple, direct language and correct grammar. Avoid hackneyed expressions, and of course, type neatly on standard white paper (8½ x 11).

6. Keep it short. You need not cover the same ground as your resume'. Your letter should sum up what you have to offer and act as an "introduction card" for your resume'.

7. Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar, "cute", or "humorous". You are writing to a stranger about a subject that is serious to both of you.

8. With local firms take the initiative in suggesting that <u>you</u> telephone for an interview.

NOTE HOW THE COVERING LETTER ON INFORMATION SHEET #2 FOLLOWS THESE DIRECTIONS.

Information Sheet #2

SAMPLE COVERING LETTER

July 4, 1972

Mr. Ralph Brown, Owner
Texaco Service Station
P. O. Box 1040
Dayton, Oregon 97114

Dear Mr. Brown:

The enclosed record of successful work experience and guided training in mechanics and business may be of interest to you in your service station operation.

My mechanical experience has been broad, starting as a hobby under my father's direction through classroom instruction in high school and then to actual field experience on a farm.

While I have had some practical business experience, most of my business knowledge has been through excellent instruction in a business oriented course of study in high school.

I would appreciate it if you would read the resume' and will take the liberty of telephoning you next week to arrange for an appointment.

Thank you for your interest.

Sincerely,

John Doe

Enc.

THE ABOVE LETTER REFERS TO SAMPLE RESUME' (1).

CAREER EXPLORATION

7th WEEK

MAY 7 - 11

PRE-EMPLOYMENT DATA SHEET

The information on this form is an accumulation of the most frequently requested information on job applications. Students are asked to complete two copies of the form - one for themselves and one for their personal reference file. This relates directly to the job application and is designed to reinforce the idea of not applying for a job unless one is fully prepared to meet the demands of the job application forms.

PRE-EMPLOYMENT DATA SHEET
(Print all information)

PERSONAL INFORMATION:

NAME_____

ADDRESS_____
Number Street

_____
City County State Zip Code

HOW LONG AT PRESENT ADDRESS_____

PREVIOUS ADDRESS_____

_____

LIST ALL MAJOR OPERATIONS OR ILLNESSES FOR THE PAST FIVE YEARS.

_____

_____

_____

_____

SOCIAL SECURITY NUMBER____/____/_____

SEX_____AGE_____

BIRTH DATE_____Hgt.____Wt.____

PLACE OF BIRTH_____
City State

PHONE_____PHONE NUMBER FOR MESSAGES_____

HOW LONG AT PREVIOUS ADDRESS_____

WORK PERMIT NUMBER_____ ____ _____

DRIVERS LICENSE NUMBER_____

DESCRIBE ANY PHYSICAL DEFECTS, IF ANY, WHICH MIGHT LIMIT YOUR EMPLOYABILITY.

_____

_____

_____

LIST HOBBIES AND INTERESTS_____

LIST ALL SPECIAL SKILLS (Office machines, foreign languages, etc.) WHICH YOU HAVE.

_____ _____ _____ _____

EDUCATION INFORMATION:

TYPE OF SCHOOL	NAME OF SCHOOL	ADDRESS	DATE FROM	DATE TO	GRADE COMP.	GRADUATE YES	GRADUATE NO
GRADE SCHOOL							
JR. HIGH SCHOOL							
HIGH SCHOOL							
COLLEGE DAY-NIGHT							
OTHER							

EMPLOYMENT INFORMATION:

EMPLOYMENT FROM	EMPLOYMENT TO	EMPLOYER'S NAME, ADDRESS, PHONE NUMBER, SUPERVISOR	LAST SALARY POSITION	REASON FOR LEAVING
MONTH / YEAR	MONTH / YEAR	EMPLOYER_____ PHONE_____ NO. & STREET_____ SUPERVISOR_____ CITY, STATE, ZIP	SALARY$____ PER POSITION	
MONTH / YEAR	MONTH / YEAR	EMPLOYER_____ PHONE_____ NO. & STREET_____ SUPERVISOR_____ CITY, STATE, ZIP	SALARY$____ PER POSITION	
MONTH / YEAR	MONTH / YEAR	EMPLOYER_____ PHONE NO. & STREET_____ SUPERVISOR_____ CITY, STATE, ZIP	SALARY$____ PER POSITION	

REFERENCES:

RELATIVES:

NAME_____ RELATIONSHIP_____
ADDRESS_____ PHONE_____
OCCUPATION_____

NAME_____ RELATIONSHIP_____
ADDRESS_____ PHONE_____
OCCUPATION_____

REFERENCES OTHER THAN RELATIVES:

NAME_____ NUMBER OF YEARS YOU HAVE KNOWN_____
ADDRESS_____ PHONE_____
OCCUPATION_____

NAME_____ NUMBER OF YEARS YOU HAVE KNOWN_____
ADDRESS_____ PHONE_____
OCCUPATION_____

NAME_____ NUMBER OF YEARS YOU HAVE KNOWN_____
ADDRESS_____ PHONE_____
OCCUPATION_____

OTHER:

FAMILY DOCTOR_____ ADDRESS_____ PHONE_____
BROTHERS AND SISTERS NAMES AND AGES_____
COURSES IN SCHOOL (Major emphasis of study)_____
G.P.A.
PERSON TO CALL IN CASE OF EMERGENCY:
NAME_____ ADDRESS_____ PHONE_____
LIST ALL CHILDHOOD-ILLNESSES YOU HAVE HAD_____

6-YEAR
FORECAST: This should follow the completion of the High School registration and the occupational and educational investigations made by the individual student. It should include extensive use of all the materials from college catalogs, high school course outlines, and other post high school reference materials.

Emphasis should be placed upon a carefully planned relationship between educational goals and occupational goals.

*The completed Forecast will be included in the Reference File.

*Individual counseling sessions between instructors and students should be incouraged during the completion of this activity.

INDIVIDUAL
SIX-YEAR
FORECAST

NAME_____ Age_____ Date_____

Present School Grade_____

Interests_____

Education Goal_____

Occupation Goal_____

Subjects taken and completed successfully this year with a grade of D or better.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Education Forecast: In the spaces below include all the courses you plan to complete in the next 6 years. For the purposes of planning assume that you are going to go to college either a 4-year school or a 2-year school.

HIGH SCHOOL

First Year:_____

Second Year:_____

Third Year:_____

POST HIGH SCHOOL

First Year:_____

Second Year:_____

Third Year:_____

Education Forecast: In the spaces below include all the courses and work experiences you plan to complete in the next 6 years. For the purposes of planning assume that you are <u>not</u> going to go on to college. Post High School may include such things as apprenticeship training, night classes, or on-the-job training.

HIGH SCHOOL	POST HIGH SCHOOL
First Year:	First Year:
Second Year:	Second Year:
Third Year:	Third Year:

☆ ☆ ☆ ☆ Based upon the information you have accumulated about yourself: Which of the above forecasts best fits your self-inventory and what are the reasons <u>you</u> believe that you could be successful in completing this forecast?

CAREER EXPLORATION

8th WEEK

MAY 14 - 18

WALL CHART ANALYSIS

The work education wall charts will be analyzed by each student. The student is to look for the relationships between education and types of occupations, the mobility of workers, the frequency of change of occupation, the patterns which may appear on the charts in relation to the differences in men's and women's work patterns, and other information which the student happens to note on the charts. The purpose of the analysis is to lead to effective small group discussions about the world of work.

The statistical charts can be analyzed on the basis of what patterns or relationships might appear significant to the student such as technical, professional, skilled, or unskilled occupations; job satisfaction, job performance, and reasons for leaving the job. This will lead to discussion on the VALUE OF WORK.

INDIVIDUAL COUNSELING

It is recommended that each student arrange with his instructor or counselor some time to discuss his progress in understanding the world of work and to provide the student with an opportunity to communicate his own goals and how he arrived at these goals. The counseling session should be a portion of time which will be of value to the student in being able to test out his selections of goals and to elicit reactions from the counselor or instructor.

CAREER EXPLORATION

9th WEEK

MAY 21 - 25

HOW TO FIND A JOB

All students will be issued a copy of Merchandising Your Job Talents.* After reading this pamphlet the students will be required to complete the forms in the packet, "How To Find A Job."

As a source of information for completion of the forms in "How To Find A Job," the students should use the suggested list of job sources found in Merchandising Your Job Talents.

* "Merchandising Your Job Talents" may be obtained from the Oregon State Employment Division.

HOW TO FIND A JOB

INTRODUCTION

You have chosen the job you want. You know the skills and knowledge necessary to get and keep the job. You have worked hard developing the necessary skills and knowledge and now you want to go to work. The problem now is to find employers who need you to do the job you have trained for. Where do you look?

There are many places you can go to get information about employers who are looking for you and the skills and knowledge you have to offer. The more information on job openings you can find, the better your chances of choosing a company that is just right for you.

To give yourself the benefit of the greatest number of choices of places to work, you would do well to learn of all the sources of information and job openings.

For future reference, remember all the places you can go to find a job. Everyone wants to see you happily employed, but you are the only one who can make it happen.

JOB INFORMATION SOURCE EVALUATION SHEET

TITLE OF JOB INFORMATION SOURCE: Local State Employment Service

Name of job you are seeking_____

Name of person who interviewed you_____

Address of the Employment Service_____

Date of the interview_____

Is the job you are seeking available through this agency?_____
NOTE: If the job is not available now, ask if the employment agency could help you get the job when it is available. Remember: This interview is for informational purposes and we are assuming you will have the necessary education and/or training.

Having completed your career investigation activites you are aware of the qualifications demanded by the job you have chosen. Now that you have completed the interview with the Local State Employment Service, do you still feel you can fulfill these qualifications? If not, explain why.

_____

_____

_____

NOTE: USE THE BACK OF THIS SHEET IF MORE SPACE IS NEEDED.

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

_____

_____

_____

_____

What services can this agency offer you in your task of choosing and gaining an occupation?
NOTE: Be sure you ask this question to the person who interviews you. Don't hestitate to use the services if they are available to you now.

JOB INFORMATION SOURCE EVALUATION SHEET

JOB INFORMATION SOURCE: Private Employment Agencies, Placement Agencies

Job you are seeking_____

Name of the person who interviewed you_____

Name of the Employment Agency_____

Address of the Employment Agency_____

Date of the interview_____

Is the job you are seeking available through this agency?_____

NOTE: If the job is not available now, ask if the employment agency could help you to get the job when it is available. Remember: This interview is for information purposes and we are assuming you will have the necessary education and/or training.

Having completed your career investigation activities you are aware of the qualifications demanded by the job you have chosen. Now that you have completed the interview with the placement agency, do you still feel you can fulfill these qualifications? If not, explain why.

_____

_____

NOTE: USE THE BACK OF THIS SHEET IF MORE SPACE IS NEEDED.

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

What services can this agency offer you in your job of choosing and gaining an occupation?

NOTE: Be sure you ask this question to the person who interviews you. Don't hesitate to make arrangements to use the services if they are available to you now.

_____

_____

REMINDER: PICK UP ANY FREE MATERIALS THEY ARE WILLING TO GIVE YOU!!!

JOB INFORMATION SOURCE EVALUATION SHEET

JOB INFORMATION SOURCE: Want Ads in newspapers, professional journals, or trade magazines

Job you are seeking_____

YOU MUST USE AT LEAST TWO ADS

Name of the source of the article_____

Paste the articles in the space provided:
NOTE: IF MORE ROOM IS NEEDED, USE THE BACK OF THIS SHEET.

Are you willing and able to fulfill the qualifications necessary to get this job? If not, why?

_____

_____

_____

_____

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

_____

JOB INFORMATION SOURCE EVALUATION SHEET

To be used for any information source not listed on the previous 3 forms.

JOB INFORMATION SOURCE_____

Job you are seeking_____

Briefly explain this job information source:
NOTE: If persons are involved, spell their names correctly and give their address. If agencies are involved, give titles and addresses. If materials are involved, give titles and dates.

_____

_____

_____

_____

Are you willing and able to fulfill the qualifications necessary to get this job? If <u>not</u>, why?

_____

_____

_____

_____

Is this a job information source you will use when looking for a job? Why? Why not?

_____

_____

_____

_____

W-4 (FEDERAL TAX WITHHOLDING CERTIFICATE)

This is an actual job-experience oriented activity. It requires at least two discussion periods, one of which should be devoted to the discussion of Federal Tax Forms. Reading and successfully completing the actual W-4 Form will be the objective of this activity.

Form **W-4**
(Rev. Dec. 1971)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Exemption Certificate

Type or print full name | Social security number

Home address (Number and street or rural route) | City or town, State and ZIP code

Marital status—check one (If married but legally separated, or spouse is a nonresident alien, check "Single"): ☐ Single ☐ Married

If you expect to owe more tax than will be withheld, you may either claim fewer or zero exemptions or ask for additional withholding on line 8.

1 Personal exemption for yourself. Write "1" if claimed . . . . . .

2 If married, personal exemption for your wife (or husband) if not separately claimed by her (or him). Write "1" if claimed . . . . . .

3 Special withholding allowance.* (See Instruction 2.) Write "1" if claimed . . . . . .

4 Exemptions for age and blindness (applicable only to you and your wife but not to dependents):

(a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . . . .

(b) If you or your wife are blind and you claim this exemption, write "1"; if both are blind, and you claim both exemptions, write "2" . . . . . .

5 Exemptions for dependents. (Do not claim an exemption for a dependent unless you are qualified under instruction 5.) . . . . . .

6 Additional withholding allowances for itemized deductions. See table on reverse . . . . . .

7 Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . . .

8 Additional withholding per pay period under agreement with employer . . . . . $

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) ..... 19..... (Signed) .....

(Instructions may be detached after form is completed.)

Reminder to:

Employee.—If you had no tax liability last year and anticipate none for this year you may be exempt from income tax withholding by filing Form W-4E with your employer.

Employer.—If you believe the employee claimed too many exemptions, advise your District Director.

Instructions

1. Number of Exemptions.—You may claim all the exemptions and allowances to which you are entitled. However, you may not claim the same exemptions and allowances with more than one employer at the same time. That is, if you are employed by more than one employer, you must allocate the total number of exemptions and allowances to which you are entitled on the separate Forms W-4 filed with each employer.

Similarly, if you and your wife (or husband) are both employed, you and she (or he) must allocate the total number of exemptions and allowances to which you both are entitled.

Nonresident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. Special Withholding Allowance.—Each single person, and each married person whose spouse is not also employed, is entitled to one "special withholding allowance." This allowance may not be claimed by either husband or wife when both are employed or by any employee who has two or more concurrent jobs.

3. Itemized Deductions.—If you itemize your deductions and do not have large non-wage income, the amount of tax withheld may exceed your tax liability at year end. For this reason see the table on the back to determine if you are entitled to claim additional withholding allowances based on your estimated itemized deductions. Caution: If your estimated deductions are less than the amount shown in the "0" column of the table, you can generally avoid having too little tax withheld by claiming one fewer withholding exemption or allowance for each $750 by which your estimated deductions fall short of the amount in the "0" column.

4. Changes in Exemptions or Allowances.—You may file a new W-4 at any time if the number of your exemptions increases.

You must file a new W-4 within 10 days if the number of exemptions you previously claimed decreases. Examples of situations in which the number of your exemptions would decrease are as follows:

(a) You and your wife (or husband) for whom you have been claiming an exemption are divorced or legally separated.

(b) Your wife (or husband) for whom you have been claiming an exemption claims her (or his) own exemption on a separate certificate.

(c) You no longer expect to furnish more than half the support for the year of a dependent for whom you have been claiming an exemption.

(d) You find that a dependent for whom you claimed an exemption will receive $750 or more of income of his own during the year (except your child who is a student or who will be under 19 years of age at the end of the year).

(e) You have been claiming additional withholding allowances for estimated itemized deductions from Part II—married employees (when spouse is not employed)—and when your spouse begins employment, you find that a smaller number of additional withholding allowances is authorized under Part III—married employees (when both spouses are employed).

The death of a spouse or a dependent does not affect your withholding until the next year, but requires the filing of a new W-4. If possible, file a new W-4 by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim "married" status (see check box at top of form) for the two years following the year of death of your spouse.

5. Dependents.—Each dependent claimed on line 5 must meet all of the following tests:

(a) *Income.*—Will receive less than $750 income. (If the child* will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)

(b) *Support.*—Will receive more than half of his support from you (from husband or wife if a joint return is filed).

(c) *Married Dependents.*—Dependent will not file a joint return with husband or wife.

(d) *Nationality.*—Be either a citizen or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.

(e) *Relationship.*—(1) Be related to you as follows:

Child*	Stepbrother	Son-in-law
Stepchild	Stepsister	Daughter-in-law
Mother	Stepmother	The following if related by blood—
Father	Stepfather	
Grandparent	Mother-in-law	Uncle
Brother	Father-in-law	Aunt
Sister	Brother-in-law	Nephew
Grandchild	Sister-in-law	Niece

or, (2) be a member of your household and have your home as his principal residence for the entire taxable year.

* This is the "standard deduction allowance" under the tax law. It may be claimed whether the employee plans to claim the standard deduction or to itemize deductions on his tax return.

* Includes a child or stepchild who is a member of your household if placed with you by an authorized placement agency for legal adoption or a foster child who is a member of your household for the entire year.

10-01700-1

Table for Determining Number of Withholding Allowances Based on Itemized Deductions (Line 6 of Form W–4)

If you expect to itemize deductions for the current year, you may be entitled to claim additional withholding allowances (line 6) and thus avoid having too much tax withheld. Your employer will treat each such allowance as a withholding exemption. The amount of itemized deductions for the current year cannot exceed the amount of itemized deductions (or standard deduction) claimed on your return for the preceding year (or 2nd preceding year if you have not yet filed your return for the preceding year), plus additional determinable deductible amounts.

These additional allowances will remain in effect until you file a new W–4 with your employer. For detailed information on allowable itemized deductions, see Form 1040 instructions.

HOW TO USE THE TABLE

1. Find the line in the table that includes your estimated salary and wage amount and that shows your status as either a single employee (Part I), a married employee whose spouse is not employed (Part II), or a married employee whose spouse is also employed (Part III). Also, use Part III if you are an employee who is holding more than one job concurrently.

2. Read across that line until you find the column that includes the amount of your estimated itemized deductions.

3. Note the number of allowances shown at the top of the column. This is the maximum number of additional withholding allowances you may claim on line 6.

Married Couples.—If you and your wife are both employed and file a joint return, determine your withholding allowances based on your combined wages and deductions. If you file a joint return and your spouse is not employed, use Part II. If you are filing a joint return and both are employed, use Part III to determine the total number of withholding allowances to which you are jointly entitled (you may allocate such withholding allowances between yourselves). However, if in your last filing you filed separate returns, and if you expect to file separately this year, each of you must make your determination on the basis of your own wages and deductions and determine the number of withholding allowances for each from Part III.

Estimated salaries and wages	Number of additional withholding allowances for the amount of itemized deductions shown in the appropriate column (See Line 6 on other side)											
	0	1		2		3		4		5		6*
PART I: SINGLE EMPLOYEES												
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than
Under $8,000	$1,700	$1,700–	$2,450	$2,450–	$3,200	$3,200–	$3,950	$3,950–	$4,700	$4,700–	$5,450	$5,450–	$6,200
8,000–10,000	1,800	1,800–	2,550	2,550–	3,300	3,300–	4,050	4,050–	4,800	4,800–	5,550	5,550–	6,300
10,000–12,000	2,200	2,200–	2,950	2,950–	3,700	3,700–	4,450	4,450–	5,200	5,200–	5,950	5,950–	6,700
12,000–25,000	2,400	2,400–	3,150	3,150–	3,900	3,900–	4,650	4,650–	5,400	5,400–	6,150	6,150–	6,900
25,000–30,000	2,900	2,900–	3,650	3,650–	4,400	4,400–	5,150	5,150–	5,900	5,900	6,650	6,650–	7,400
30,000–35,000	3,800	3,800–	4,550	4,550–	5,300	5,300–	6,050	6,050–	6,800	6,800–	7,550	7,550–	8,300
35,000–40,000	4,900	4,900–	5,650	5,650–	6,400	6,400–	7,150	7,150–	7,900	7,900–	8,650	8,650–	9,400
40,000–45,000	6,400	6,400–	7,150	7,150–	7,900	7,900–	8,650	8,650–	9,400	9,400–	10,150	10,150–	10,900
45,000–50,000**	7,900	7,900–	8,650	8,650–	9,400	9,400–	10,150	10,150–	10,900	10,900–	11,650	11,650–	12,400
PART II: MARRIED EMPLOYEES (WHEN SPOUSE IS NOT EMPLOYED)												
Under $8,000	1,700	1,700–	2,450	2,450–	3,200	3,200–	3,950	3,950–	4,700	4,700–	5,450	5,450–	6,200
8,000–10,000	1,800	1,800–	2,550	2,550–	3,300	3,300–	4,050	4,050–	4,800	4,800–	5,550	5,550–	6,300
10,000–12,000	2,200	2,200–	2,950	2,950–	3,700	3,700–	4,450	4,450–	5,200	5,200–	5,950	5,950–	6,700
12,000–35,000	2,400	2,400–	3,150	3,150–	3,900	3,900–	4,650	4,650–	5,400	5,400–	6,150	6,150–	6,900
35,000–40,000	2,700	2,700–	3,450	3,450–	4,200	4,200–	4,950	4,950–	5,700	5,700–	6,450	6,450–	7,200
40,000–45,000	3,500	3,500–	4,250	4,250–	5,000	5,000–	5,750	5,750–	6,500	6,500–	7,250	7,250–	8,000
45,000–50,000**	4,500	4,500–	5,250	5,250–	6,000	6,000–	6,750	6,750–	7,500	7,500–	8,250	8,250–	9,000
PART III: MARRIED EMPLOYEES (WHEN BOTH SPOUSES ARE EMPLOYED), and other employees who are holding more than one job												
Under $8,000	1,700	1,700–	2,450	2,450–	3,200	3,200–	3,950	3,950–	4,700	4,700–	5,450	5,450–	6,200
8,000–10,000	2,000	2,000–	2,750	2,750–	3,500	3,500–	4,250	4,250–	5,000	5,000–	5,750	5,750–	6,500
10,000–15,000	2,700	2,700–	3,450	3,450–	4,200	4,200–	4,950	4,950–	5,700	5,700–	6,450	6,450–	7,200
15,000–20,000	3,300	3,300–	4,050	4,050–	4,800	4,800–	5,550	5,550–	6,300	6,300–	7,050	7,050–	7,800
20,000–25,000	4,000	4,000–	4,750	4,750–	5,500	5,500–	6,250	6,250–	7,000	7,000–	7,750	7,750–	8,500
25,000–30,000	4,900	4,900–	5,650	5,650–	6,400	6,400–	7,150	7,150–	7,900	7,900–	8,650	8,650–	9,400
30,000–35,000	5,900	5,900–	6,650	6,650–	7,400	7,400–	8,150	8,150–	8,900	8,900–	9,650	9,650–	10,400
35,000–40,000	6,900	6,900–	7,650	7,650–	8,400	8,400–	9,150	9,150–	9,900	9,900–	10,650	10,650–	11,400
40,000–45,000	7,900	7,900–	8,650	8,650–	9,400	9,400–	10,150	10,150–	10,900	10,900–	11,650	11,650–	12,400
45,000–50,000**	9,100	9,100–	9,850	9,850–	10,600	10,600–	11,350	11,350–	12,100	12,100–	12,850	12,850–	13,600

*7 or More Allowances: If your itemized deductions exceed the amount shown in Column 6 (above), you may claim 6 allowances plus one more for each $750 or fraction thereof of itemized deductions in excess of the amounts shown in Column 6 for your salary and wage bracket.

**When annual salary or wage exceeds $50,000, "0" column amounts may be determined as follows: for single employees (Part I)—19% of their annual salary; for married employees whose spouse is not employed (Part II)—13% of their annual salary; and for married employees when both spouses are employed and other employees who are holding more than one job (Part III)—22% of their combined annual salary. An additional withholding allowance may be claimed for each $750 or fraction thereof by which itemized deductions exceed the "0" column amount determined in this manner.

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READING: WILL THERE BE ENOUGH JOBS TO GO AROUND

The article prepared by Dr. Hugh Lovell of Portland State University will be read either in class or out and should provide ample opportunity to create some highly relevant discussions about jobs in Oregon and the future of the students in relation to these jobs.

Dr. Hugh Lovell, Economic Department
Portland State University
April 3, 1972

WILL THERE BE ENOUGH JOBS TO GO AROUND?

The U. S. Department of Labor estimates that the "Total Labor Force" (that is everyone 16 years and over who is working or actively looking for a job) will increase from 85,903,000 in 1970 to 100,727,000 in 1980. Will there be enough jobs for the extra 14,824,000 people? The labor force in Oregon is expected to grow from an estimated 810,000 in 1970 to 931,000 by 1980. Will Oregon have new jobs for an extra 121,000 people? What about the fact that automation, computers, and new equipment make it possible for us to turn out more goods and services in less time, so much so that in 1970 the average worker could produce one-third more per hour than he produced in 1960. Will we have new jobs for the people who are replaced by new methods or new machinery? And what about headlines that talk about shortages of summer jobs for kids and shortages of year-round jobs for school teachers, college professors, and many other occupations?

These are interesting and important questions. The trouble is that not all of them deal with the same problem. Lets sort them out so that we can answer them one group at a time.

(1) One of the questions was about new jobs in Oregon. Will there be enough jobs for the extra 121,000 Oregon workers we expect to have by 1980?

The best answer here is that it depends on the demand for the goods and services that Oregon produces and sells to people in other parts of the United States and of the world. Take the town of St. Helens for example. One of the most important employers in St. Helens is a paper mill that sells its product all over the United States and perhaps all over the world. Not

everyone who works in St. Helens works in the paper mill, but if the mill closed and the people who work in it moved away, then there would be less work for school teachers and doctors and storekeepers and policemen and other people who now produce goods and services that are purchased by the paper mill people. On the other hand, if the paper mill expanded it would mean new jobs, not only for paper workers, but also for school teachers, doctors, storekeepers, policemen and others.

We use the phrase "primary industry" to identify those industries which produce goods and services for sale to people who live in other places, and the phrase "secondary industry" to identify those who produce goods and services for sale to their neighbors. The economic rule is that when employment in primary industries grows, employment in secondary industries tends to grow too. Some of the important primary industries in Oregon are agriculture, lumber and products, paper and products, clothing, rare metals, electronics equipment, and machinery. What is the outlook like for those industries between now and 1980? A good question but I haven't been able to find the answer. However, Oregon employment grew by 55% between 1947 and 1967 -- this is roughly 27% for each ten years. The estimate of labor force growth was just under 15%, so if past trends continue, we should be all right on that score.

(2) Then there were questions about shortages of jobs for particular groups of people: school teachers, college professors, people who have been replaced by machinery. The best answer here is to say that we have an economy that grows and changes. Growth and change brings with it a demand for more workers in some industries and occupations, and a demand for fewer workers in others. There isn't much need for cowboys or pony express riders or streetcar motormen anymore. The people who were once employed in those occupations

were forced to fade away into retirement or unemployment, or to find new jobs in other occupations that were expanding. The demand for school teachers is slack now because our population of school age children, which had been growing very rapidly, isn't increasing very much at the moment. A school system that is faced with growing enrollment has to hire lots of new teachers. One that has a stable enrollment needs only enough new teachers to replace those who die or retire or leave for some other reason. The same thing has been happening to our demand for college professors. What makes the situation worse is that many would-be teachers and would-be college professors did not find out what was happening, or did not want to change their plans accordingly, with the result that our schools of education, which train teachers, and our graduate universities, which train college professors, continued to train about the same numbers of people as before. A good many of these people will not be able to find jobs as teachers or professors and, if they want to work at all, will have to look for jobs in other occupations. The same thing is true, of course, for workers who lose their old jobs because their employers go out of business, or because new machinery is introduced, or for any reason.

People who don't have jobs and are looking for work are unemployed. The unemployed include: people who have lost their jobs because their employers went out of business, people who lost their jobs because the working season has ended for the year, people who were laid off because of a lack of work or fired because they were guilty of misconduct on the job, workers (including would-be school teachers and college professors) who just finished a training program and are looking for work in that field, and teenagers who are looking for summer employment, for part-time employment, or for full-time work.

Unemployment is not a disgrace. In 1969, an ordinary year, 13.2% of our full-year workers experienced one or two weeks of unemployment; 86.9% of the part-year workers (a group that would include students who wanted summer jobs) were unemployed for awhile. In fact, nearly all economists think that some unemployment is necessary. How else are we going to move people out of declining areas into expanding ones, out of declining industries into expanding ones, out of declining occupations into expanding ones, out of the world of school and into the world of work?

However, while some unemployment is necessary, the fact remains that we do have very serious unemployment problems for particular groups of people. Here are some statistics:

TABLE THREE. UNEMPLOYMENT RATES, 1970

All workers	4.9%
Operatives	7.1%
Non-farm laborers	9.5%
October 1969 rate for 1969 high school graduates not enrolled in college	11.4%
October 1969 rate for 1969 school dropouts	17.6%
Portland, Oregon	5.6%
San Francisco - Oakland	4.6%
Seattle, Washington	9.5%
Washington, D.C.	2.6%

		White	Negro and other
Males:	16 and 17 years	15.7%	27.8%
	18 and 19 years	12.0%	23.1%
	20 to 24 years	7.8%	12.6%
Females:	16 and 17 years	15.3%	36.9%
	18 and 19 years	11.9%	32.9%
	20 to 24 years	6.9%	15.0%

Source: Manpower Report of the President, 1971
Note: People who do not have jobs and are looking for work are counted as unemployed. People who do not have jobs and are not looking for work are not considered as part of the "labor force".

(3) So far we haven't talked about the great big question, the one about having enough jobs to take care of the 14,824,000 new people who will enter the labor force by 1980, not to mention new jobs for those who are going to be replaced by new methods or new machinery. The answer to this question is going to take us away from our conversation about moving people from one place to another, or one occupation to another, or one undustry to another, or from the world of school to the world of work. We must talk instead about the workings of the economy as a whole. To begin with let's talk about three ways of measuring what the economy is doing:

(a) The first is called GROSS NATIONAL PRODUCT. In simplest terms, GNP is the amount of money it would take to buy all of the goods and services that our economy produced last year.

(b) The second measure is one that we have already used. It is the UNEMPLOYMENT RATE. To get it, we add up the number of people who have jobs, and the number who are looking for work, thus getting a total figure that we call the "Labor Force". If the unemployment rate is 5%, them 5% of the people in the labor force are looking for work.

(c) The third measure is the CONSUMER PRICE INDEX. The U.S. Department of Labor figures out how much it costs to buy a "market basket" of things based on what an ordinary four person family would probably buy during a year. If the cost of this market basket goes up 5%, then the CPI goes up 5%.

Our Gross National Product ultimately depends on how much our people decide to spend for goods and services. If they decide to spend more money for goods and services then our output of goods and services will go up and GNP will go up. If they decide to spend less money for goods and services, then our output of goods and services will go down and GNP will go down. Not all

of this spending is done by the same people for the same reason. About two-thirds of it is done by consumers -- families and individual people who buy houses and cars and clothes and food. About 15% of it is done by businesses who buy new machinery and build new factories or who increase their inventories of finished goods or raw materials. The rest of the spending, about 24% of the total, is accounted for by federal, state and local governments. They spend for military purposes, for schools and highways, and for other government goods and services. (Government spending for social security and welfare purposes is not counted in GNP as such. When my father spends his social security check, the goods and services he buys are counted in with the rest of the consumer purchases.)

Now we said earlier that we are going to need jobs for 14,824,000 new workers by 1980. That is about 17% more jobs than we have now. However, our businesses and government are not going to need 17% more workers unless people are willing to spend <u>at least</u> 17% more so as to buy the goods and services that the new workers would produce. I say <u>at least</u> 17% more because we also have to think about the fact that the average worker is likely to be producing about one-third more in 1980 than he does now. On that basis we would need 17% more spending to take care of additional jobs for the new workers and another 33% more spending to buy the additional goods and services that the existing workers will be able to make with the aid of new machinery and new methods. This works out to about 50% more spending and about 50% more goods and services than we have now.

Will we have 50% more spending in 1980? Maybe. If spending doesn't go up by 50% then our businesses and governments will cut down their output

of goods and services and will employ fewer workers. If that happens, more people will be unemployed and the unemployment rate -- which is now 4.9% -- could get considerably higher. High unemployment rates mean political trouble for the party that is in power. They mean economic trouble, and often real hardship, for people who are unemployed. A high unemployment rate means that it is hard for almost <u>anyone</u> to find a new job: teacher, college professor, skilled worker laid off for lack of work, high school graduate looking for his first job, teenager looking for summer employment.

On the other hand, spending <u>could</u> go up by more than 50%! This could be a good thing. If spending did go up by more than 50% then businesses and government would increase their output by more than 50%. They would have enough orders to take care of the additional goods and services that the existing workers will be able to make with the aid of new machinery and new methods. They would have enough orders to take care of the 17% increase in the labor force. They would have enough orders to give jobs to some of the workers who are unemployed. The only trouble with this is that if spending goes up too much the businesses and governments may run out of unemployed workers and may run into shortages of raw materials or machinery or other resources. When that happens the Consumer Price Index begins to go up. That means political trouble for the party that is in power. It means economic trouble, and often real hardship, for people who are on fixed incomes.

Actually, what the Federal Government tries to do is to control the total amount of spending that takes place. Congress increases government spending on goods and services when it votes a higher federal budget, and it cuts back government spending on goods and services when it votes a lower one. Congress can influence business and consumer spending on goods and services too. Higher

taxes and lower subsidies or social security payments tend to reduce business and consumer spending. Lower taxes and higher subsidies or social security payments tend to increase it. Business and consumer spending on goods and services is also influenced by a very important government agency, the Federal Reserve System. The "Fed" works in very complicated ways, but what it does is to use its control over the banking system to influence how easy, and how cheap, it is for businesses and consumers to borrow money. If it thinks we need more total spending, the "Fed" follows an "easy money" policy. Interest rates fall, loans are easy to get, businesses and consumers buy more goods and services. But if the "Fed" thinks we need less total spending it follows a "tight money" policy. Then interest rates rise, loans are hard to get, and businesses and consumers buy fewer goods and services.

Will congress and the "Fed" be able to manage the economy so that there will be enough jobs in 1980, enough jobs for the 17% increase in the labor force, enough jobs for the workers who are producing more, enough jobs for some of the people who are now unemployed? Most economists are inclined to think so. After all, it is only going to require a 50% increase in our Gross National Product -- and our actual honest increase from 1960 to 1970 was 48.5% (honest because this amount includes price changes). Hitting the target right on the nose is another matter. Our unemployment rate was 5.5% in 1960, compared to 4.9% in 1970, and it wandered between 3.5% and 6.7% during the years between. Yearly changes in prices are a bit of a problem too. Prices went up 5.9% in 1970, compared to only 1.6% in 1960, and we seem to be having more trouble with them than we used to. What it may boil down to is that we will have to settle for somewhat higher rates of unemployment than we would like in order to keep our price increases under control. This would give us almost enough jobs to go around, all right, and difficult unemployment problems for people in declining areas, people with surplus or inadequate skills, people in minority groups, or people moving into the labor force for the first time.

CAREER EXPLORATION

10th WEEK

MAY 29 - JUNE 1

JOB INTERVIEW EVALUATION

In this activity the students asked to evaluate the video-taped interviews of four students. An evaluation form will be provided for each student and discussions of the interviews and evaluations will follow the completion of the evaluation forms.

TAX FORMS

Some class time will be devoted to the discussion of both federal and state tax forms. To make it more relevant to the student, it is suggested that discussions should emphasize the short form, with only a minor amount of time devoted to the long form. The objective of this activity is primarily one of creating an awareness on the part of the student of his role in the financing of the governmental sector of the economy.

INTERVIEW EVALUATION SHEET

Student's Name_____

Employer's Name_____

Date of Interview_____

Directions: Place an "X" in the appropiate space. Please make any comments which might help this student to improve his presentation in future job interviews.

PROMPTNESS

Yes___ No___ 1. Was the applicant on time for the job interview?
Comment:_____

Yes___ No___ 2. Did the applicant appear neat and well groomed?
Comment:_____

PHYSICAL CHARACTERISTICS

Yes___ No___ 1. Did the applicant appear alert and enthusiastic rather than bored and disinterested?
Comment:_____

Yes___ No___ 2. Did the applicant appear pleasant and friendly but businesslike?
Comment:_____

Yes___ No___ 3. Was the applicant at ease and in control of himself rather than extremely nervous and jittery?
Comment:_____

Yes___ No___ 4. Did the applicant sit and stand with good posture rather than slouch, sprawl, or otherwise appear undignified?
Comment:_____

Yes___ No___ 5. Did the applicant look the employer in the eyes rather than stare at the floor or around the room?
Comment:_____

VERBAL RESPONSES

Yes___ No___ 1. Did the applicant speak clearly and distinctly rather than in mumbling tones and in a voice difficult to hear?
Comment:_____

Yes___ No___ 2. Did the applicant use proper grammar such as "Yes", "No", "I don't know", rather than "Ya", "Na", or " I don't know nuthin"?
Comment:_____

Yes___ No___ 3. Did the applicant respond to the employer with dignified respect rather than a tone which suggested bitterness or "the world owes me a living" attitude?
Comment:_____

Yes___ No___ 4. Did the applicant's responses suggest enthusiasm and sincere interest rather than disinterest?
Comment:_____

Yes___ No___ 5. Did the applicant allow the employer to control the interview rather than ramble on with his answers to dominate the conversation with idle chatter?
Comment:_____

PERSONAL QUALIFICATIONS

Yes___ No___ 1. Was the applicant able to provide all personal information requested by the employer?
Comment:_____

Yes___ No___ 2. Did the applicant present his personal qualifications in a manner that was convincing rather than in a manner that left some doubt in the employer's mind that the applicant could do the job?
Comment:_____

Yes___ No___ 3. Did the applicant's qualifications satisfy the needs of the job? (It is understood that these qualifications can be based on future plans of education and/or training).
Comment:_____

Yes___ No___ 4. Did the applicant have references?
Comment:_____

JOB QUALIFICATIONS

Yes___ No___ 1. Did the applicant apply for a specific job rather than just a "job"?
Comment:_____

Yes___ No___ 2. Did the applicant seem to understand the qualifications necessary to successfully do the job he is applying for?
Comment:_____

Yes___ No___ 3. Did the applicant give the impression that he could fill the qualifications for the job?
Comment:_____

Yes___ No___ 4. Did the applicant seem to know something about the employer's company and its policies?
Comment:_____

Yes___ No___ 5. Did the applicant have good reasons for applying for the job with this particular employer rather than just applying for the job with any company?
Comment:_____

EMPLOYER'S REACTIONS

Yes___ No___ 1. Did the applicant seem to be selling himself (his services and abilities) rather than asking for a job?
Comment:_____

Yes___ No___ 2. Did the applicant speak in a negative manner about himself?
Comment:_____

Yes___ No___ 3. Did the applicant appear polite: patient if asked to wait, stood until asked to sit, etc.?
Comment:_____

Yes___ No___ 4. Please note any other reactions you might have concerning this applicant. Any comments you can make will help him in developing his interview technique.

Yes___ No___ 5. With the understanding that the applicant quite likely does not posess the necessary qualifications for the job (his intentions are to develop these abilities) if he did have these qualifications would you hire him?
Please comment:_____

CAREER EXPLORATION

11th WEEK

JUNE 4 - 6

REFERENCE FILE

The last week of the program should be devoted to completion of the reference file. Some type of check list of the items to be included in the File should be given each student and the instructor should check each file and check list to be sure all the necessary information has been completed. This folder will be sent to the High School where it will be kept on file. The student may use and add to it throughout his High School experience. Discussions in class may be geared to emphasize the methods of how to keep a job - Employee and Employer responsibilities.

EVALUATION

PROCESS EVALUATION

Process evaluation will include: 1) The effectiveness of the revised Manpower and Economic Education Lessons. 2) The effectiveness of the School-organized and Parent-work experiences. 3) The effectiveness of the classroom tasks which are assigned to each student. and 4) The reaction of parents when they are invited to an evening conference to projected course of study of their youngsters.

A parent questionnaire will also be used to evaluate the program as it relates to their youngster's plans and aspirations. A follow-up questionnaire will be used to illicit the reaction of students who have participated in the program for the purpose of having them evaluate the effectiveness and value of the Career Exploration Program.

PRODUCT EVALUATION

Product evaluation will include: 1) The field testing of revised Methods and Materials. 2) Inservice days will be devoted to the on-going process of evaluation of the materials and methods. 3) The up-dating and revision of the materials and methods used. 4) The Oregon Council on Economic Education will be asked to participate as a third party in the evaluation of the project. 5) After the completion of the project a committee of teachers will be selected to tabulate and compile the evaluation data from all sources.

CAREER EXPLORATION FOLLOW-UP INFORMATION SHEET

To be completed by previous students of Heights or Fremont.

Junior high you attended last year. Heights_____ Fremont_____

1. Did you have a job this summer? Yes____ No____ Part time____ Full time____

   Type of work_____

   Hours worked per week_____

   How did you obtain the job_____

2. Did the experiences in the 9th-grade career exploration program help you in obtaining the job? Yes____ No____

   Please list the ways in which the 9th-grade career exploration program helped you or did not help you.

3. Do you feel that the time spent on the 9th-grade career exploration program was worthwhile? Yes____ No____ Undecided____

   Comments and suggestions for improvement of the 9th-grade career exploration program.

APPENDIX

SUPPLEMENTARY MATERIALS

TABLE FIVE -- EARNINGS IN SELECTED OCCUPATIONS, PORTLAND, OREGON-WASHINGTON METROPOLITAN AREA, MAY 1971

	OFFICE OCCUPATIONS	Average Weekly Earnings
Men	Clerks, Accounting, Class A	$ 155.50
	Clerks, Order, Manufacturing	172.50
	Office Boys	95.00
Women	Bookkeeping-Machine Operators, Class A	121.50
	Clerks, Accounting, Class A	135.50
	Clerks, File, Class B	90.00
	Comptometer Operators	118.00
	Keypunch Operators, Class B	106.50
	Secretaries, Class A	147.00
	Class B	141.00
	Class C	129.00
	Class D	115.00
	Stenographers, General	112.00
	Switchboard Operator-Receptionist	104.00
	Typist, Class B	91.50
	PROFESSIONAL AND TECHNICAL OPERATIONS	
Men	Computer Programers, Business, Class A	219.00
	Class C	155.00
	Draftsmen, Class A	182.50
	Class C	137.50
Women	Nurses, Industrial, Registered	154.50
	Computer Operators, Class B	146.00
	MAINTENANCE AND POWERPLANT OCCUPATIONS - MEN	Average Hourly Earnings
	Carpenters, Maintenance	$ 4.36
	Electricians, Maintenance	4.70
	Machinists, Maintenance	4.68
	Tool and Die Makers	4.74
	CUSTODIAL AND MATERIAL MOVEMENT OCCUPATIONS	
Men	Guards and Watchmen	2.18
	Janitors, Porters and Cleaners, Retail Trade	2.69
	Shipping Clerks	4.00
	Truckdrivers, light (under 1½ tons)	3.50
	Truckdrivers, heavy (over 4 tons, trailer type)	4.64
	Truckers, Power (forklift)	4.03
Women	Janitors, Porters and Cleaners, Retail Trade	2.55
	Packers, Shipping	2.73

Source: Area Wage Survey, The Portland, Oregon-Washington Metropolitan Area, May 1971, Bureau of Labor Statistics Bulletin 1685-85) (Washington: Government Printing Office, 1971). 131

TABLE FOUR - TOTAL EMPLOYMENT IN VARIOUS OCCUPATIONAL CLASSIFICATIONS FOR OREGON, 1969 and 1975

Occupational Classification	1969	1975	Additional Workers Needed for Expansion and Replacement to 1975	% Growth*
Total wage and salary employment	707,500	835,600	213,977	30.2%
WHITE COLLAR WORKERS				
Professional, Technical and Managerial Workers	161,588	192,607	50,143	31.0%
Clerical Workers	118,840	141,356	40,134	33.8%
Sales Workers	59,892	72,058	18,732	31.3%
BLUE COLLAR WORKERS				
Processing Employment (machine operating and similar jobs in food, metal, paper chemical, wood products and other industries)	24,295	27,692	5,740	23.6%
Machine Trades Employment (mechanics, machinists, metal workers, printers, and machine operators in various industries)	57,456	65,688	13,966	23.3%
Benchwork Employment (assemble and fabricate parts, optical goods, electronic products, wood products, garments)	24,061	28,273	6,931	28.8%
Structural Work Employment (building construction, road construction, metal fabricating, electrical installing, etc)	62,028	72,916	17,090	27.5%
Misc. Employment (motor freight and other transportation, mining, packaging and material handling, logging, graphic arts etc)	97,470	109,625	20,383	20.9%
SERVICE WORKERS				
Food & Beverage Preparation and Service	43,291	52,100	14,790	34.2%
Barbering, Cosmetology and related	3,232	4,112	1,440	44.6%
Protective Service Occupations	94,482	11,579	3,227	34.0%
Building Service Occupations	18,602	22,042	8,258	44.4%
All other service occupations	22,472	29,295	11,064	49.2%

Source: Oregon State Department of Employment

* Expansion and replacement need as % of 1969 employment

Hugh Lovell
April 16, 1972

TABLE TWO - REVISED

OCCUPATIONAL CLUSTERS FOR OREGON, WITH EMPLOYMENT ESTIMATES FOR 1967 and 1975

Cluster	Number of Jobs 1967	Additional Workers Needed by 1975
Accounting & Bookkeeping (Guide now being developed)		
Agricultural Occupations Cluster (Includes farmers and farm workers, foresters, landscape gardeners, agricultural supply workers) Note: Estimate of additional workers not comparable with those for other clusters.	60,572	6,075*
**Building Construction (Guide now being developed)		
**Clerical Occupations (Bank tellers, office clerks, clerk-typists, receptionists, sales clerks, cashiers, etc.)	123,624	57,052
*Diversified Occupations (Guide now being developed)		
Electricity/Electronics Cluster Electronic technicians, electricians, electrical appliance repairmen, electronics assemblers, etc.)	13,849	4,080
**Food Service Occupations Cluster (bus boys, car hops, hostesses, countermen, cooks, kitchen supervisors, etc.)	46,786	26,290
*Health Occupations Cluster (dental assistants, dental laboratory technicians, nurses aides, nurses, occupational therapy aides, medical secretaries, etc.)	20,599	12,807
*Mechanical and Repair Occupations Cluster (Diesel mechanics, automobile mechanics, tractor mechanics, garage foremen, office machine servicemen, etc.)	25,529	10,028

* Available at Parkrose High School 1972-73
** Now available at Parkrose High School

TABLE TWO - CONTINUED

	Number of Jobs 1967	Additional Workers Needed by 1975
Metal Occupations Cluster (General foundry workers, welders, machinists, auto body repairmen, sheetmetal workers, tool and die makes, pipe fitters, etc.)	19,660	7,82[illegible]
Secretarial Occupations (Secretaries, stenographers, legal secretaries, medical secretaries, etc.)	40,805	21,274
Marketing Occupations (General salesmen, driver salesmen, real estate salesmen, food salespeople, parts salespeople, purchasing agents, shoe salespeople, bank cashiers, etc.)	34,662	13,738
Service Occupations (Guide now being developed)		

Source: Primary sources were the Guides for the various occupational clusters, e.g. Curriculum Guide for Marketing (Salem, Oregon Board of Education, 1970). The estimates for additional workers include both replacement needs and expansion needs.

Film: The Job Interview

Part I

Stop the film after each job applicant. For each person you hire list 5 desirable characteristics and 2 undesirable characteristics. For each person you don't hire list 2 desirable characteristics and 5 undesirable characteristics.

Name of applicant:_____

Desirable characteristics
1._____
2._____
3._____
4._____
5._____

Undesirable characteristics
1._____
2._____
3._____
4._____
5._____

Name of applicant:_____

Desirable characteristics
1._____
2._____
3._____
4._____
5._____

Undesirable characteristics
1._____
2._____
3._____
4._____
5._____

Name of applicant:_____

Desirable characteristics
1._____
2._____
3._____
4._____
5._____

Undesirable characteristics
1._____
2._____
3._____
4._____
5._____

Part II

After seeing these applicants, it is quite possible that they have shown characteristics (both desirable and undesirable) that you also possess. Ask others who viewed the film with you to help you evaluate yourself. List as many desirable traits and as many undesirable traits that you saw in the film that could also apply to you. Your instructor will be glad to be of assistance. It is important that you discover both desirable and undesirable characteristics so that you can eliminate the undesirable traits and improve on the desirable ones.